DOCUMENT RESUME

ED 281 294 EA 019 358

AUTHOR Larson, Elizabeth J. Hunt; Schrankel, Philipp Stephen
TITLE A Proposal for Community Involvement in Public School Planning. RR-55.
INSTITUTION Mesa Public Schools, Ariz. Dept. of Research and Evaluation.
PUB DATE Jan 86
NOTE 97p.; For a related document, see ED 280 185.
PUB TYPE Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Advisory Committees; *Community Involvement; Coordination; Decision Making; Demography; *Educational Planning; *Educational Trends; *Futures (of Society); *Long Range Planning; Prediction; Program Implementation; Questionnaires; School Districts
IDENTIFIERS *Mesa Action Planning System; *Mesa Public Schools AZ; Scenarios

ABSTRACT

Planning to meet the needs of the future is a critical concern of an Arizona school district. The Mesa Action Planning System (MAPS) provides a framework for community involvement with a 200-member community-based planning committee, selected from constituent groups, and a 12-member steering committee. The planning committee will receive a summary of major external trends in the areas of life-style, social change, demographic shifts, economics, technology, employment, education, law, finance, and curriculum. In addition, materials from the detailed resource manual "Toward the Year 2000--An Overview of Major Trends Affecting Schools of the Future" will be presented. The committee will be asked to discuss the materials and use a questionnaire to: (1) evaluate the likelihood that the specified trends will happen, and when; (2) identify the challenges; and (3) suggest changes to the district. The results of the questionnaire, including sections mailed to a random sample of community residents, will be analyzed for strategic educational planning. The appendices comprise 90 percent of the document and contain the questionnaire, the executive summary of the resource manual, and the resource manual. Included are 29 references; 12 figures and 7 tables are distributed throughout the appendices. (MLF)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED281294

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. DeGracie

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A PROPOSAL FOR COMMUNITY INVOLVEMENT IN PUBLIC SCHOOL PLANNING

Elizabeth J. Hunt Larson
and
Philipp Stephen Schrankel

DEPARTMENT OF RESEARCH & EVALUATION

MESA PUBLIC SCHOOLS

EA 019 358

BEST COPY AVAILABLE

A PROPOSAL FOR COMMUNITY INVOLVEMENT IN PUBLIC SCHOOL PLANNING

Elizabeth J. Hunt Larson
and
Philipp Stephen Schrankel

Dr. James K. Zaharis
SUPERINTENDENT

Dr. James S. DeGracie
DIRECTOR
RESEARCH AND EVALUATION

January 1986
MESA PUBLIC SCHOOLS

TABLE OF CONTENTS

		Page
I.	An Overview of the Planning Process.	1
II.	Introduction	4
III.	Selection of Planning Participants	5
IV.	Community Planning Meetings.	6

APPENDIX

I.	Questionnaire.	8
II.	Executive Summary of Resource Manual, "Toward the Year 2000.".	21
III.	Resource Manual, "Toward the Year 2000." An Overview of Major Trends Affecting Schools of the Future.	28

FOREWORD

The development of a planning model for use in districtwide planning was initiated at the request of the Superintendency and Governing Board of the Mesa Public School District. Due to the dynamic growth of the community, planning to meet the needs of the future was identified as a critical concern of the district.

The planning model developed by the Department of Research and Evaluation was based upon the premise that community participation is a key element in planning. The proposal presented in this report is meant to provide a framework for community involvement.

The major effort in the development of this report was the responsibility of the department of Research and Evaluation under the direction of Dr. James DeGracie. Mrs. Gloria Dennis, Mrs. Judy Hill, and Ms. Donna Replogle accomplished the extensive typing, editing and creation of graphics for this report.

Research and Evaluation is a department answering to the Associate Superintendent, Mr. David Eagleburger.

A Proposal for Community Involvement in Public School Planning

I. An Overview of the Planning Process

Purpose

The Mesa Action Planning System (MAPS) will:

*Ensure that the district is prepared to meet the challenges and opportunities of the future.

*Coordinate the planning efforts at the district, department and school levels.

*Gather opinions from a wide range of community participants to help predict the needs of the future.

*Provide a guideline for activities and a yardstick by which to measure progress.

*Help administrators make decisions regarding the best use of resources to meet district goals.

Planning Participants

The Mesa Action Planning System proposes coordination of planning activities between each organizational level in the school district. Key participants will include the Governing Board, the Superintendency, community representatives, district personnel, administrators and students. Planning groups include:

*The Community-based Planning Committee

*The Steering Committee for the Community-based Planning Committee

*The Internal Planning Committee

*The Budget Committee

*School and Department Groups

Planning Stages

*Phase I: Mission and Goals Statement

*Phase II: Environmental Assessment

*Phase III: Scenario Selection

*Phase IV: Strategy Definition

*Phase V: Implementation and Review

Planning Process

Five planning phases have been defined. During Phase I, Mission and Goals Statement, a broad statement of district purpose and goals, will be developed. This mission statement will be reviewed by the Board, the Superintendency, the internal planning committee and the community-based planning committee prior to final adoption by the Board. The Mission and Goals Statement will address every area critical to the success of the district in very broad terms.

The community-based planning committee will meet in Phase II, Environmental Assessment, to evaluate and select (Scenario Selection, Phase III) the most likely possible future for the district. Membership on this committee will include a wide range of participants from throughout Mesa. A steering committee will be formed to help coordinate the activities of the larger group. Information which will be reviewed will include external trends in employment, the legal environment, lifestyles, the economy and technology. In addition, during Phase II, internal trends will be considered including enrollment projections and subsequent financial projections.

The Mission and Goals Statement will then be reviewed. As a result of the activities in Phase II and Phase III, several documents will be produced which will be used by schools and departments to aid in planning. "Schools of the Future, the Community Opinion" and a "District Mission and Goals Statement" will be accepted by the Board as planning tools prior to the beginning of Phase IV.

In Phase IV, Strategy Definition, long-range planning will be conducted at the division, department and school levels.

The planning effort at this stage will be coordinated by the internal planning committee. A standardized method will be used to develop long-range plans. Important challenges and opportunities identified by the community group will be reevaluated in light of school needs. The completion date for the long-range district plans at the division level will be targeted for September, 1986. Following Board acceptance of division plans, schools and departments will begin long-range planning in September, 1986. These plans, when accepted by the Board, will guide the development of yearly plans.

Phase V, Implementation and Review, involves implementation of plans and monitoring the environmental changes which may call for adjusting plans to meet new needs. Phase V leads back to Phase I after a five-year period when the formal planning cycle begins again. Adjustments will be made to plans in the interim period through continual environmental assessment. The objective of the planning process is to allow the district to use foresight and react in a timely manner to the forces which shape education.

II. Introduction

The initial phases of the district-wide planning process (MAPS) will involve the formation of a community-based planning committee and a steering committee. The community-based planning committee will meet to receive information regarding the planning process and trends which may impact the ability of the district to meet its goals through the year 2000. Following small group presentation and discussion, questionnaires will be distributed which ask for community opinion regarding the likelihood and importance of the trends. The group will also review the district mission and goals statement (see Appendix I).

A steering committee will meet to review and suggest improvements to the community planning process prior to the larger meeting.

The final product of the community committee work will be a document, "Challenges and Opportunities of the Future - The Community Opinion." It will be submitted to the Board as one of the tools in the long-range planning process.

The following information is outlined in this summary:

*Methods for selecting a community-based planning committee

*Group responsibilities

*Meeting procedures

Community involvement is a key element in the planning process. The ideas and opinions offered will provide a strong foundation for planning at the district, department and school levels.

III. Selection of Planning Participants

In order to identify a group of representative community members, important constituent groups were identified. These included:

parent groups

civic organizations

local industry and professionals

clergy

teachers and school employees

the student body

local government

media

community members at large

higher education

the retirement community

Attention was also paid to include representation from wide geographic areas.

A working list of possible membership was compiled by Community Relations and circulated. Input solicited was from the Board, the Superintendency and principals. Two hundred community members were selected.

A twelve-member steering committee was nominated to help coordinate and organize the meetings of the larger group.

IV. Planning Meetings

The Steering Committee

The steering committee for the community-based planning process will function in a consultative capacity prior to the meeting with the larger community-based planning committee. They will:

*Review - planning materials and presentation materials.
*Suggest - methods for organizing the larger group.
*Identify - potential problems in planning materials or process.
*Present - materials to the larger group or subgroups.
*Pretest - the questionnaire.
*Examine - How the new input can be gathered from the large group.

The Community-based Planning Committee

The community-based planning committee will gather in a general meeting where information regarding the planning process and trends in the environment will be shared. They will receive a summary of major external trends including life-style and social change, demographic shifts, economic and technological trends, trends in employment and education, law, finance and curriculum (see Appendix II: Executive Summary). Materials from the detailed resource manual "Toward the Year 2000 - An Overview of Major Trends Affecting Schools of the Future (see Appendix III), will be presented to small groups. The presentation will include audio-visual methods.

The committee will be asked to discuss the materials and use a questionnaire (see Appendix I) to:

*Evaluate the likelihood that the trend will happen in Mesa.
*Decide if the trend will present a challenge or an opportunity to the district.
*Select the most likely time frame for each trend.
*Identify the challenges which will require the school to act.
*Suggest changes to the mission and goals statement if appropriate.

In addition, sections III, V and VI of the questionnaire will be mailed to a random sample of community residents.

The results of the questionnaire will be analyzed to obtain the community perception of the future, and will be summarized in a report entitled, "Challenges and Opportunities of the Future - The Community Opinion." Copies of the final report and a thank you note will be sent to the participants. The names of those interested in sitting on further planning committees will be maintained. They will be called upon to participate at the school and department level as needed. The community-based planning committee will have completed its work. The final report, "Challenges and Opportunities of the Future - The Community Opinion," and the revised mission and goals statement will be sent to the Governing Board for final acceptance.

The planning documents produced by the community planning committee group and the mission and goals statement will be the basis for strategic planning in each division, department and school.

Appendix I: Questionnaire

Thank you for participating in the community effort to help Mesa Public Schools plan for the future.

Please give the attached questionnaire your thoughtful consideration. There are six parts to the questionnaire. Instructions are provided for each section. Read the information and instructions on each section before responding to the questions. Write your answers directly on the questionnaire.

Return this questionnaire to the Department of Research and Evaluation, Mesa Public Schools, in the enclosed envelope. **DEADLINE: Please return by February ____, 1986.**

Part I. What Does the Future Hold for Our Schools?

In Part I you will be asked to help identify the trends which may occur in Mesa in the next ten years and decide when they will occur.

Part II. What Do You Think?

Part II of the questionnaire asks for your opinion about some possible needs which the district may face and will ask you to help define the role of the school in meeting those needs.

Part III. What Should Be Taught?

Each classroom subject area is given a degree of importance in Part III. You will split up an imaginary pool of money between different school subjects to show the importance of each.

Part IV. How Would You Spend School Money?

Part IV lists the services which the school provides. You will divide up an imaginary pool of money among different services to show how the money should be spent.

Part V. What Goals Are Most Important?

Part V lists 15 educational goals for the district. You will help to decide which are most important.

Part VI. Background Questions

Part VI will ask for some background information. Your name is not requested. The information you are furnishing is strictly confidential. Completing Part VI will help us know if we have surveyed a wide range of participants.

Part VII. Comments

Space is provided for any additional comments you wish to make in this section.

1986-1990-1995

WHAT DOES THE FUTURE HOLD FOR OUR SCHOOLS?

Mesa is a growing and dynamic community. Our schools will face many new opportunities and challenges in the years ahead. As part of a coordinated planning effort, we have reviewed major trends in society that may affect education. A summary of the future trends has been prepared for your review. By completing the attached questionnaire, you play an important role in the district planning efforts.

INSTRUCTIONS:

1. Read each statement below carefully.
2. Check the box under "Likelihood" to indicate how sure you are that this trend will happen in Mesa. (A) Definitely, (B) Probably, (C) Perhaps, (D) Slight Chance, (E) Never. Choose only one box.
3. Check the box under "Time" to indicate when the trend will occur. (1) Within the next year, (2) Within 5 years, (3) Within 10 years, (4) Never. Choose only one box.

10

IN THE NEXT 10 YEARS IN MESA...	LIKELIHOOD BOX: Will this occur in Mesa?					TIME BOX: When will it happen?			
	Definitely	Probably	Perhaps	Slight Chance	Never	Within the Next Year	Within 5 Years	Within 10 Years	Never
1. The number of children without after-school supervision will increase.	A	B	C	D	E	1	2	3	4
2. Persons above the age of 60 will comprise a larger proportion of the community.	A	B	C	D	E	1	2	3	4
3. People will become less community-minded.	A	B	C	D	E	1	2	3	4
4. Local taxes will remain an important source of school funding.	A	B	C	D	E	1	2	3	4
5. More children will have both parents working.	A	B	C	D	E	1	2	3	4

PART I (continued)

IN THE NEXT 10 YEARS IN MESA...	LIKELIHOOD BOX: Will this occur in Mesa?					TIME BOX: When will it happen?			
	Definitely	Probably	Perhaps	Slight Chance	Never	Within the Next Year	Within 5 Years	Within 10 Years	Never
6. More children will attend preschools.	A	B	C	D	E	1	2	3	4
7. Children will have a greater variety of leisure time activities.	A	B	C	D	E	1	2	3	4
8. Graduates will face many career changes in their work lives.	A	B	C	D	E	1	2	3	4
9. More students will work at part-time jobs while attending school.	A	B	C	D	E	1	2	3	4
10. Children will have more problems and conflicts in their families.	A	B	C	D	E	1	2	3	4
11. The number of working couples will increase.	A	B	C	D	E	1	2	3	4
12. More mothers with school-age children will work outside of the home.	A	B	C	D	E	1	2	3	4
13. The population of Mesa will expand rapidly.	A	B	C	D	E	1	2	3	4
14. The share of well-educated adults will increase.	A	B	C	D	E	1	2	3	4
15. Demand for minority teachers will increase.	A	B	C	D	E	1	2	3	4
16. Demand for science and math teachers will increase.	A	B	C	D	E	1	2	3	4
17. The community will be more diverse.	A	B	C	D	E	1	2	3	4

IN THE NEXT 10 YEARS IN MESA...	LIKELIHOOD BOX: Will this occur in Mesa?					TIME BOX: When will it happen?			
	Definitely	Probably	Perhaps	Slight Chance	Never	Within the Next Year	Within 5 Years	Within 10 Years	Never
18. Business and schools will seek more cooperation.	A	B	C	D	E	1	2	3	4
19. State funding for public schools will stay about the same.	A	B	C	D	E	1	2	3	4
20. Federal funds for public schools will decrease.	A	B	C	D	E	1	2	3	4
21. Cost for education will increase.	A	B	C	D	E	1	2	3	4
22. The Supreme Court will place more responsibilities on public schools.	A	B	C	D	E	1	2	3	4
23. Graduation requirements will be raised.	A	B	C	D	E	1	2	3	4
24. Standards for certification of school employees will increase.	A	B	C	D	E	1	2	3	4
25. Change in society will occur at an ever-increasing pace.	A	B	C	D	E	1	2	3	4
26. Scientific knowledge will double every five years.	A	B	C	D	E	1	2	3	4
27. Anticipation and planning for change will become more important.	A	B	C	D	E	1	2	3	4

PART II

WHAT DO YOU THINK?

What challenges and opportunities will the future bring to Mesa Public Schools in the next five years?

Please help us in identifying the needs of the future and the role the school should play.

INSTRUCTIONS:

1. Read each statement below carefully.
2. Check the "Opinion" box to show whether you (A) Agree, (B) Have No Opinion, or (C) Disagree. Choose only one box.
3. In the "Responsibility" box show what role the school should play in meeting this need. (1) Major, (2) Minor, (3) None. Choose only one box.

IN THE NEXT 5 YEARS IN MESA...	OPINION BOX: Do you agree with the statement?			RESPONSIBILITY BOX: What role should the school play?		
	Agree	Have No Opinion	Disagree	Major	Minor	None
1. Students without supervision after school will be less successful in the classroom.	A	B	C	1	2	3
2. Students will find it harder to learn in school due to alcohol and drug abuse.	A	B	C	1	2	3
3. Schools will need to find new sources of funds.	A	B	C	1	2	3
4. Staff shortages will be one result of increased certification requirements.	A	B	C	1	2	3
5. Students' leisure time activities (T.V., etc.) will distract them from studying.	A	B	C	1	2	3

PART II (continued)

IN THE NEXT 5 YEARS IN MESA...	OPINION BOX: Do you agree with the statement? Agree	Have No Opinion	Disagree	RESPONSIBILITY BOX: What role should the school play? Major	Minor	None
6. Students will need help in dealing with family problems.	A	B	C	1	2	3
7. New programs will be needed to serve adult students.	A	B	C	1	2	3
8. Students who work and go to school will have problems learning.	A	B	C	1	2	3
9. Schools will face a teacher shortage.	A	B	C	1	2	3
10. Working parents will have less time to participate in their children's education.	A	B	C	1	2	3
11. Schools will need to limit services in order to save money.	A	B	C	1	2	3
12. Staff shortages will be one result of increased certification requirements.	A	B	C	1	2	3
13. More remedial programs will be needed due to stricter graduation requirements.	A	B	C	1	2	3
14. Students will need to learn how people change as they grow older.	A	B	C	1	2	3

14

WHAT SHOULD BE TAUGHT?

Here is a list of 18 subjects taught in school. You are a concerned taxpayer with just $1,800 to spend. How would you divide up the money? Consider how **important** each subject is when you divide up the money. Do **not** consider the **actual** costs of teaching each subject. Just spend the money to show the **importance** of each subject.

Spend the $1,800 any way you choose. For example:

- You may spend all $1,800 on one subject if you think it is the only one worth teaching.
- You may spend $100 on each subject if you think all 18 are equally worth teaching.
- You may spend any portion of the $1,800 on any subject you wish according to its importance.

INSTRUCTIONS:

You may spend the $1,800 on as **few** or as **many** of the subjects as you wish and may spend any portion of the $1,800 on any subject. Simply write in the amount of money you would spend on the line in front of the subject.

WHAT SHOULD BE TAUGHT?

$_____ (A) Art

$_____ (B) Business Education

$_____ (C) Computer Science

$_____ (D) Communication Skills

$_____ (E) Citizenship and Personal Development

$_____ (F) English

$_____ (G) Foreign Languages

$_____ (H) Safety, Health, and Nutrition

$_____ (I) Home Economics

$_____ (J) Industrial Arts

$_____ (K) Mathematics

$_____ (L) Music/Performing Arts

$_____ (M) Physical Education Instruction

$_____ (N) Reading

$_____ (O) Science

$_____ (P) Social Studies

$_____ (Q) Vocational Education

$_____ (R) Driver Education

$1,800 TOTAL

HOW WOULD YOU SPEND SCHOOL MONEY?

Schools provide many services to support the operation of classrooms.

Here is a list of 10 services the school district provides.

As a concerned taxpayer, imagine you have just $1,000 to spend for all of these services. How would you spend the $1,000?

Consider how important each service is when you divide up the money.

Spend the $1,000 any way you choose. For example:

- You may spend all $1,000 on one service if you think it is the only important one.
- If you think that five of the services are equally important, you may spend $500 on each one (leaving nothing for the rest).
- You may spend any portion of the $1,000 on any service according to its importance.

INSTRUCTIONS:

You may spend the $1,000 on as **few** or as **many** of the 10 services as you like. You may spend any portion of the $1,000 on any position. Simply write in the amount of money you would spend after the $ sign in front of the service.

THIS IS HOW SCHOOL MONEY SHOULD BE SPENT IN THE SCHOOL*...

$_____ (A) Transportation

$_____ (B) Health Services

$_____ (C) Guidance and Counseling

$_____ (D) Community Education

$_____ (E) Career Education

$_____ (F) Audio-Visual Media Services

$_____ (G) After-School Athletics

$_____ (H) Food Services

$_____ (I) Library Services

$_____ (J) Summer School

$1,000 Total

*A description of these services is presented on the next page. Services mandated by law (e.g., special education) are not included.

DESCRIPTION OF SERVICES

A. **TRANSPORTATION** - provides for safe transportation of students from their homes to the school.

B. **HEALTH SERVICES** - provides care in emergency situations and recognizes and isolates children with communicable diseases. Screening assessments and follow-up are done for vision, hearing, scoliosis, growth and development. Nurses also assure a healthy school environment and encourage students in good health habits.

C. **GUIDANCE AND COUNSELING** - provides counselors at junior and senior high levels to help students develop better skills in educational planning, decision making, career planning, and personal problem solving. The service includes individual, group, and classroom activities.

D. **COMMUNITY EDUCATION** - provides adult education for community residents (high school equivalency classes, citizenship classes, etc.).

E. **CAREER EDUCATION** - provides junior and senior high students with information about occupational areas and career planning; offers specific training in job seeking, finding, and holding skills; assists in job placement and career exploration.

F. **AUDIO-VISUAL MEDIA SERVICE** - provides audio-visual materials and equipment including films, filmstrips, video and audio recording for use by students.

G. **ATHLETICS** - provides for organized team or individual sports in which students participate interscholastically on a competitive basis.

H. **FOOD SERVICE** - provides lunch for students, teachers, and other employees in school cafeterias.

I. **LIBRARY SERVICE** - provides media centers (libraries) for student and teacher reference at all schools.

J. **SUMMER SCHOOL** - provides additional educational programs for students during the summer months.

WHAT GOALS ARE MOST IMPORTANT?

The educational goals listed here were drafted as possible district goals. Goals are general statements of intent. They assist in charting a course of action for the school district. All of the goals are important. However, a school district's human and financial resources are limited. These resources should be assigned to district goals according to their importance as ranked by the community. By completing this form you can play an important role in establishing district priorities.

INSTRUCTIONS:

Remember: ALL GOALS ARE IMPORTANT. Read all statements carefully before beginning.

1. Rank the goal you consider the most important by placing a (1) in the space provided.
2. Place a (2) in the space provided for the goal you think is next most important.
3. Continue until you have ranked all goals 1-15.

IT IS THE GOAL OF THE SCHOOLS TO PROVIDE QUALITY EDUCATION BY HELPING EACH STUDENT...	RANKING
1. to communicate effectively in speech and writing.	
2. to read with understanding.	
3. to find, evaluate and use information to solve problems and make decisions in academic, personal and career matters.	
4. to develop a positive attitude toward learning.	
5. to develop study skills needed for lifelong learning.	
6. to understand that responsible citizenship requires knowledge of civic rights and obligations and participation in social and political processes.	
7. to appreciate and develop skills in the arts.	
8. to gain an understanding of the natural world through the study of the physical sciences.	
9. to acquire good health and safety habits and understanding of the conditions necessary for maintaining physical and emotional well-being.	
10. to master vocational competencies.	
11. to demonstrate the ability to use mathematical skills.	
12. to acquire and use the skills and habits involved in critical, constructive and creative thinking.	
13. to acquire knowledge in the social sciences.	
14. to develop a positive self-concept.	
15. to understand the interdependence of people and respect cultural differences.	

COMMUNITY RESIDENTS

Background Questions

PLEASE READ AND ANSWER EACH OF THE FOLLOWING QUESTIONS CAREFULLY. ANY ANSWERS ARE STRICTLY CONFIDENTIAL.

1. Are you currently a student?
   _____ Yes
   _____ No

2. What is your age?
   _____ Under 21
   _____ 21-30
   _____ 31-40
   _____ 41-50
   _____ 51-60
   _____ Over 60

3. What is your sex?
   _____ Female
   _____ Male

4. What is your racial or ethnic background?
   _____ American Indian or Alaskan Native
   _____ Asian or Pacific Islander
   _____ Black
   _____ Hispanic
   _____ White

5. Within what elementary school boundary do you live? _____

6. How many years have you lived in this school district?
   _____ Under 2 years
   _____ 2-5 years
   _____ 6-10 years
   _____ 11-15 years
   _____ 16-20 years
   _____ Over 20 years

7. What is your highest level of education?
   _____ Elementary school (grade ____)
   _____ Middle/junior high school (grade ____)
   _____ Some high school
   _____ High school diploma
   _____ Vocational/trade school diploma
   _____ Junior/community college degree
   _____ Some four-year college
   _____ Bachelor's degree
   _____ Some graduate school
   _____ Master's degree
   _____ Doctor's degree
   _____ Other (specify)
   _____

8. In which of the **public** schools do you have children enrolled now? (Check as many as apply.)
   _____ Elementary school
   _____ Middle/junior high school
   _____ Senior high school
   _____ None

9. In which **nonpublic** schools do you have children enrolled now? (Check as many as apply.)
   _____ Elementary school
   _____ Middle/junior high school
   _____ Senior high school
   _____ None

10. Do you have **preschool** children or children who have **already graduated** from high school? (Check as many as apply.)
    _____ Preschool
    _____ Already graduated
    _____ None

19

Please note any additional comments on this page.

Are there other trends which will impact education?

Appendix II: Executive Summary, "Toward the Year 2000"

Toward The Year 2000:
An Overview of Major Trends
Affecting Schools of the Future

Today's second grade student will graduate from the Mesa Public School System in 1995. What forces will shape the educational experience of this student during the next ten years?

- What changes will occur in the population?
- What is the outlook for the economy and employment?
- What are future trends in the legislature and school finance?
- What will families in Mesa be like in the future?

The Mesa Public School District, with the help of members of the community, is preparing to meet the needs of the students of tomorrow through a planning process, the Mesa Action Planning System (MAPS).

The first step of this planning process is to identify the challenges and opportunities facing the district. A summary of major trends in society which may affect education has been prepared for your review. After you have read and thought about the possible trends of the next ten years, you will be asked to decide for each trend:

- Will this trend happen in Mesa?
- When will the trend occur?
- What will be the effect of the trend on education?
- What role should the school play in meeting the needs identified?

With your own vision of the future, you will help decide which subjects are most important to be taught and what services are the most important for the school to support.

Your final contribution to this stage of the planning process will be to rank the district's educational goals. This will help direct the course of action for the school district.

A summary of some of the future trends which may impact schools and a list of references follows. The summary was developed to help you predict the most likely future which faces the Mesa Public School District. This list of trends is not meant to be exhaustive. Rather, it should be seen as a starting point for discussion. Some of the trends presented may not happen in Mesa. You might feel that other trends will occur which were not included. Use your knowledge about Mesa to form your opinion about these predictions and the effect that they will have on students, teachers, and parents.

A. TRENDS IN POPULATION

1. The population of Mesa will continue to grow and may increase 71% from 1980 to 1990. Mesa will be one of the fastest growing areas in the Valley.

2. The share of older persons in Mesa will continue to increase. America is "graying." By the year 2000, only half of the people who work will be under 40.

3. The school-age population will increase in Mesa.

4. Large numbers of newcomers will continue to move to the Valley from out-of-state. Young Americans will move south and west because that is where most new jobs will be created.

5. The share of residents and students who do not speak English will rise.

B. TRENDS IN THE ECONOMY AND EMPLOYMENT

1. The U.S. economy will be less dependent upon manufacturing. Most new jobs will come from "service" industries. One out of three new jobs will be in service industries.

2. Education will be America's largest industry. Many businesses and private agencies will provide educational services to adults as well as children.

3. Arizona's share of high-technology industries will remain above the national average.

4. Arizona's per capita income will grow faster than the average U.S. gain.

5. Total employment in Arizona will increase at a rate higher than the national rate.

6. The average employee will hold many different jobs during their lifetime. Few people will work continually at the job they were originally trained for.

7. Productivity will increase, while the typical workweek will decrease to about 33 hours in 1995.

8. Employers will seek graduates who have strong basic skills, good communication skills, positive attitudes and work habits.

9. Major new technologies will emerge in the fields of information processing, communication, energy, agriculture, biological engineering and automation.

10. Computers will play a key role in all jobs of the future.

C. TRENDS IN THE FAMILY

1. People will choose from a variety of life-styles. The values of families in Mesa will be increasingly different from one another.
2. Life expectancy will increase.
3. More children will grow up in single parent families. Since 1970 the number of single-parent households in the United States has nearly doubled.
4. The majority of single-parent families will be headed by mothers.
5. More mothers with school-age children will work outside of the home.
6. The number of children per family will decrease in the United States and in Mesa.
7. Family problems will increase. These include:
   - Problems related to divorce
   - Problems with teenage pregnancy
   - Violence and emotional neglect in families
   - Problems with drug and alcohol abuse
8. More students will have computers in their homes.
9. The number of children without supervision after school will increase.
10. More students will attend preschool.
11. Leisure time activities of families will increase.
12. Technology will separate people and make communication more difficult.

D. TRENDS IN LAW AND FINANCE

1. Federal funds for education are anticipated to decline due to the federal budget deficit.

2. Property taxes will continue to be a mainstay of school finance but may be somewhat less important in 1990 than they were in 1980.

3. State funds for education will continue to be allocated to the district based on a formula. The district budget will be set based on factors including district membership, teacher experience, K-3 enrollment, the number of special needs students, average daily bus miles traveled and attendance.

4. Businesses and individuals will become involved in helping support education by volunteering time and money.

5. Total costs will rise. The fastest growing costs since 1975 have included employee benefits and utilities.

Appendix III: Resource Manual, "Toward the Year 2000,
An Overview of Major Trends Affecting Schools of the Future."

INTRODUCTION

In this information packet we attempted to describe a number of recent external trends. We identify characteristics of the society which may pose problems or opportunities for the Mesa Unified School District in the future. On the basis of information on current status, trends or potential changes in several areas of society, inferences may be drawn. The purpose of this information packet is not to set goals, rather, the futuristic picture provided in this overview should assist those persons who have to make planning decisions.

The following list describes the selected external trends:

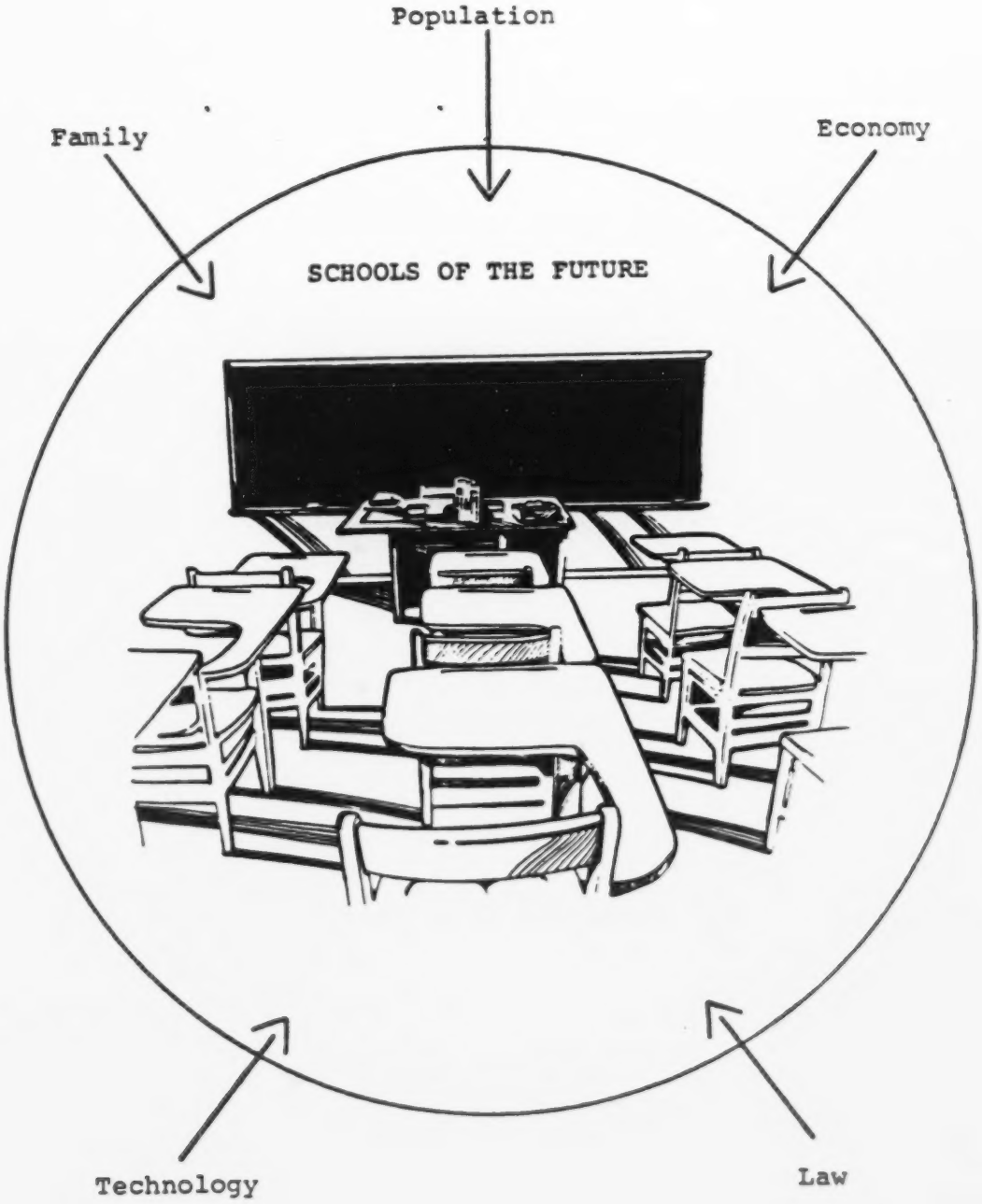
-Population Trends
-Economy and Employment Trends
-Family Trends
-Computer Technology Trends
-Law and Finance Trends

The material presented in this assessment is the summary of an extensive review of the literature and statistics on trends in the areas mentioned above. References and sources are listed in footnotes and given in the Appendix. The materials provide facts, trends and implications which can serve collectively as guideposts to planning for the school district's future as they are reviewed and updated by the reader and in exchange with the reader's constituent groups. The purpose of the present report is limited to examining the external environment in which Mesa Public Schools must operate. This identification of problems, constraints and opportunities will be combined with critical internal reviews. This process should provide guidance for planning which enables us to match our goals with opportunities.

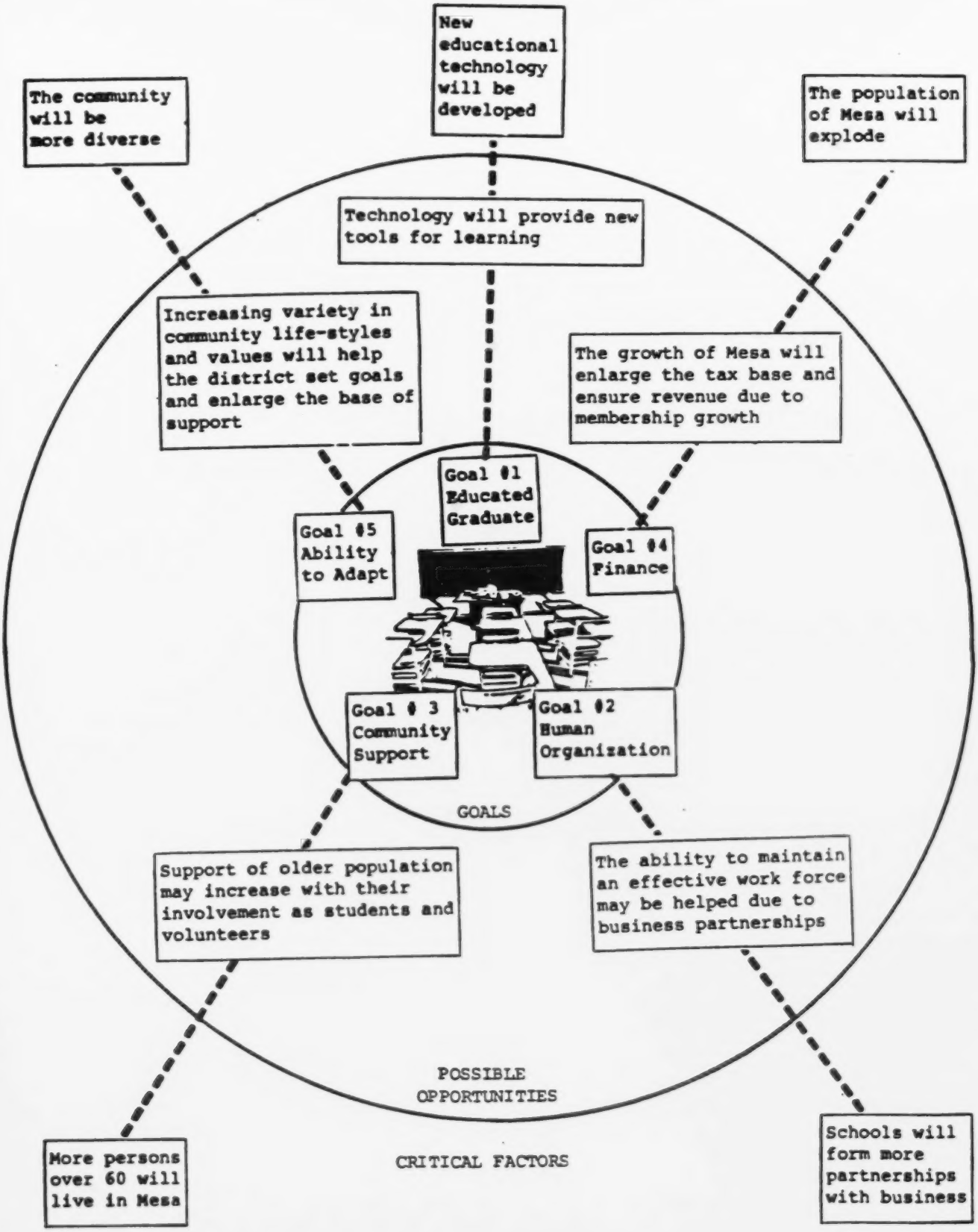
This report is based on two assumptions. First, an ongoing system of research examining the characteristics of external trends is important to the success of Mesa Public Schools. The report is designed to assist in the consideration of many ambiguous variables (facts as well as trends, issues and philosophies) in a creative fashion.

Secondly, the future is at least partially a created reality, not just a consequence of random events. By combining national, state and local trends with a perspective of our goals and our mission, we think it is possible to conceive future developments, to choose our preferences and to work to implement these preferences for the community.

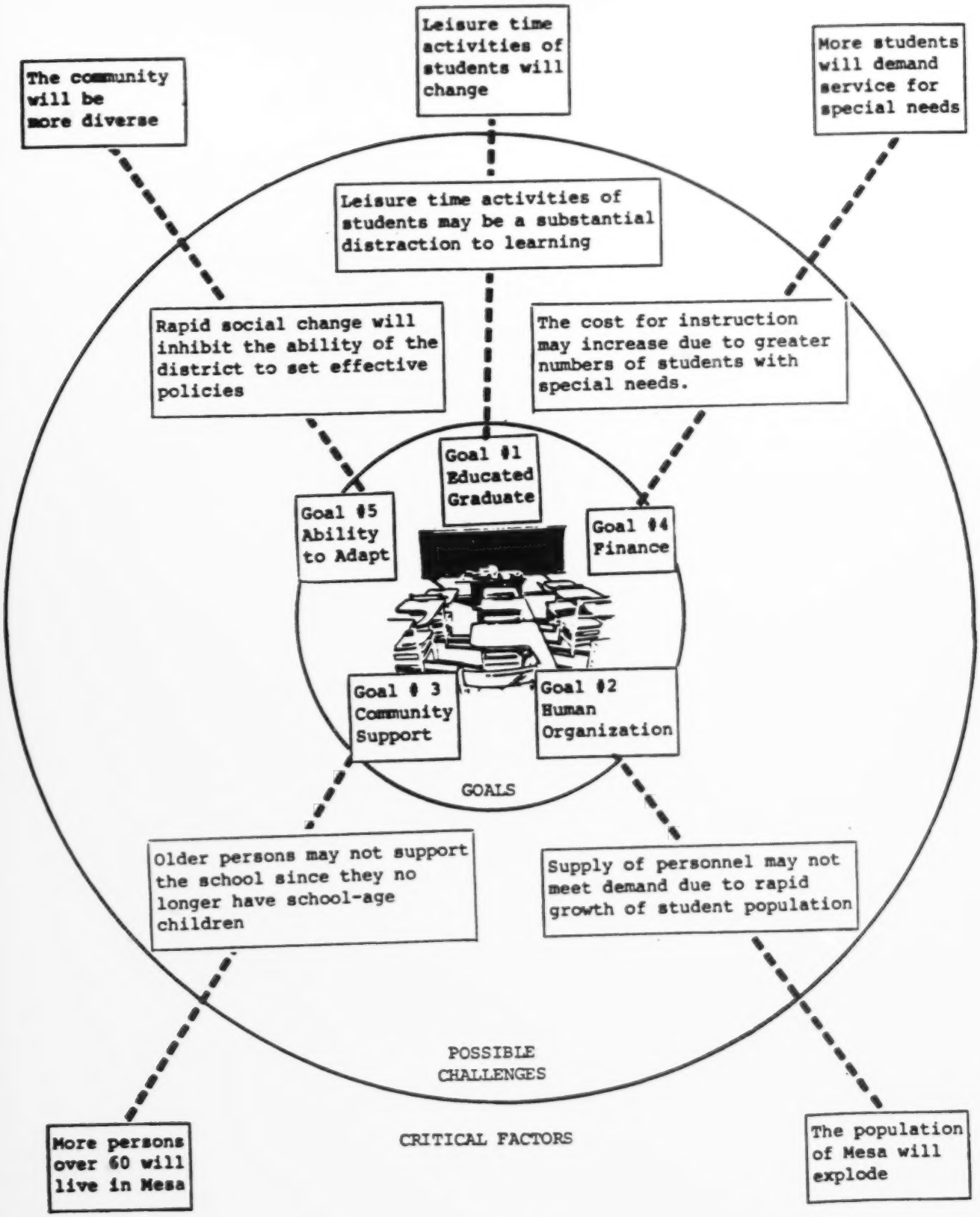
EXTERNAL TRENDS



SCENARIO I: A POSITIVE FUTURE


New educational technology will be developed
The community will be more diverse
The population of Mesa will explode
Technology will provide new tools for learning
Increasing variety in community life-styles and values will help the district set goals and enlarge the base of support
The growth of Mesa will enlarge the tax base and ensure revenue due to membership growth
Goal #1 Educated Graduate
Goal #5 Ability to Adapt
Goal #4 Finance
Goal # 3 Community Support
Goal #2 Human Organization
GOALS
Support of older population may increase with their involvement as students and volunteers
The ability to maintain an effective work force may be helped due to business partnerships
POSSIBLE OPPORTUNITIES
More persons over 60 will live in Mesa
Schools will form more partnerships with business
CRITICAL FACTORS

SCENARIO II: A CHALLENGING FUTURE


Leisure time activities of students will change
More students will demand service for special needs
The community will be more diverse
Leisure time activities of students may be a substantial distraction to learning
Rapid social change will inhibit the ability of the district to set effective policies
The cost for instruction may increase due to greater numbers of students with special needs.
Goal #1 Educated Graduate
Goal #5 Ability to Adapt
Goal #4 Finance
Goal # 3 Community Support
Goal #2 Human Organization
GOALS
Older persons may not support the school since they no longer have school-age children
Supply of personnel may not meet demand due to rapid growth of student population
POSSIBLE CHALLENGES
More persons over 60 will live in Mesa
CRITICAL FACTORS
The population of Mesa will explode

1.1 SUMMARY OF MAJOR EXTERNAL TRENDS

1.1 Summary of Major External Trends

The present section is a summarizing preview of major trends affecting people and their communities on a national and local level which are described in more detail in the next section. This preview sketches changes, problems and opportunities which we feel need to be addressed on the district level. The list presented is not meant to be inclusive. Rather, it may serve as a starting point for discussion among the readers and their constituencies.

1.1.1 Curriculum

1. America has changed from an industrial society to an information society. Key attributes are: increased pace of change, emphasis on knowledge and learning, and increased competition in a world economy. In the information society, our scientific knowledge doubles every five years. We have become a learning society where "change is a constant."

2. Course skills will have greater emphasis than just course knowledge. Due to increased pace of change, the factual information taught in many courses may be irrelevant to many students' lives five years after graduation. However, students will retain and use skills learned in these courses:

   -to question their previous knowledge,
   -to gather and analyze new facts and
   -to apply them to problems.

3. In regard to academic goals of the curriculum, basic skills need to be supplemented by higher order skills and generalized skills such as critical thinking, problem solving and creativity.

4. In regard to study habits and attitudes as goals of the curriculum, the information society demands more emphasis on small group skills, independent learning and "critical thinking."

5. Curriculum will teach the student to keep on learning for a lifetime. Such a curriculum will emphasize interdisciplinary programs and varied program options in order to offer flexibility and higher order skills.

6. Computer literacy will be an essential foundation of a more global education focusing on generalizable skills as computers become learning tools in all programs and vocations.

1.1.2 Life-style and Societal Changes

1. Significant changes occurring in the U.S. and Arizona affect the district and necessitate continuous adaptation and change in the district as well.

2. People will choose from a variety of alternative life-styles, values and preferences--a trend that affects the consensus about the district's mission and goals.

3. Societal shifts will require parents, teachers and students to adapt and cope with change and to engage in lifelong learning.

4. "High technology" will renew the demands for "high contact" with people and will create greater emphasis on self-improvement and the humanities.

5. The changes in family patterns--decline in family size, increase of dual-career couples, working mothers and single parents--will have a major impact on the role of the schools.

1.1.3 Demographics

1. The population of Arizona and Mesa will continue to grow, due primarily to immigration from other states. Growth will be at a much higher rate than the U.S. From 1980 to 1990 Phoenix will grow 43 percent, Mesa 71 percent.

2. The minority population will increase considerably and will create new demands in general and vocational education.

3. The number of "high-school-age" students will decline (by 13 percent from 1982-83 to 1992-93), while the number of "elementary-school-age" children will rise (by 10 percent).

4. Correspondingly, public high school enrollment (grades 9-12) is expected to decline by 12 percent; elementary school enrollment will increase by 11 percent. Numbers of high school graduates will decrease by 18 percent.

5. Numbers of elementary teachers in public schools will increase by 18 percent, while numbers of secondary teachers will decline by 3 percent in the decade between 1982-83 and 1992-93.

6. Demographic shifts to the Southwest may produce teacher shortages and shortages in school facilities.

7. The increased aging population in Arizona and Mesa will create new demands for education about aging and for the aged.

1.1.4 Economical and Technological Trends

1. The U.S. economy will be less dependent upon "smokestack" industries and rely more on high-technology, service and information industries.

2. Arizona will continue to be a leading high-technology center in the U.S. While the U.S. employment in high-tech fields is 14.4 percent, Arizona already has nearly half of its manufacturing in the high-tech sector.

3. Technology will affect work, school, home and leisure. Access to computers will increase, but appropriate use in schools and home will take place only if educational software is improved.

4. Major new technologies will emerge in the fields of information processing, communication, energy, agriculture, biological engineering and automation.

5. Many nontechnical jobs will be affected by technological changes.

6. Survival in the information society of the future will require a strong general education with special emphasis on math and science. Lifelong learning and frequent job change will characterize the work life.

1.1.5 Education and Employment Opportunities

1. The shift to the information society will demand significant changes in some occupations, massive displacement in others.

2. While high-tech occupations have the highest growth rate for employment opportunities, the total number of jobs created is not as high as one would expect.

3. Between 1982 and 1995, manufacturing will maintain a share of around 19 percent of all jobs. One out of six new jobs will be in manufacturing.

4. Between 1982 and 1995, service industries will increase their share of all jobs from 22 to 25 percent. One out of three new jobs will be in the service industries.

5. Productivity will increase, while the typical workweek will decrease to 33 hours in 1995.

6. Colleges and employers will seek graduates who have strong basic skills, good communication skills, positive attitudes and work habits.

1.1.6 Law and Finance Trends

1. Sources of funding are shifting from local and federal to state sources.

2. The private sector is joining the partnership supporting public education.

3. Funds for education remain tied to cost of living increases. (Constitutional aggregate spending limit caps Arizona spending for education.)

4. Salaries comprise the largest portion of budget. Teachers' salaries lag behind those of comparable private-sector employees.

5. Total costs are on the rise. Fastest-growing costs since 1975 include employee benefits and utilities.

6. School liability and responsibility are growing. Courts assume a greater role in setting education policies.

7. The regulatory climate emphasizes accountability. Performance standards for students and certification criteria for teachers are tightened.

INTRODUCTION

Contrary to several popular reports, the decade of the 1990s will not see the demise of America's "smokestack" industries. Job gains in manufacturing will account for almost one out of six new jobs between 1982 and 1995. Manufacturing, which represented 25 percent of all jobs in 1959, is projected to maintain a share of less than 19 percent till 1995 (see Table 1). The Service Sector will increase its share from 14.3 percent of all jobs in 1959 to 24.5 percent in 1995.

Most new job growth will take place in service industries as it has in the past. Service industries such as transportation, communication, public utilities, trade, finance, insurance, real estate and other services will provide 75 percent of all new jobs in the next decade.[1]

Table 1

Actual and projected employment in manufacturing and services, 1959-95

	Percent of all jobs			
	1959	1979	1990	1995
Manufacturing	25.1	20.9	18.8	18.4
Services	14.3	19.8	23.5	24.5

Source: V. A. Personick, The Job Outlook Through 1995: Industry Output and Employment Projections, Bureau of Labor Statistics, Washington, D.C., 1985, Page 24.

1V. A. Personick, The Job Outlook Through 1995: Industry Output and Employment Projections, Bureau of Labor Statistics, Washington, D.C., 1985, Pages 22-33.

SIGNIFICANT TRENDS

High-Tech and Service Industries Fastest Growing

From 1982 to 1995, high-tech industries and service industries will grow the fastest.

Within the service industries, the "miscellaneous services" will grow the fastest. Industries such as medical care, business services, professional services, hotels and personnel services are projected to account for more than one of three new jobs over the projection span, with about twice as many new jobs as manufacturing.

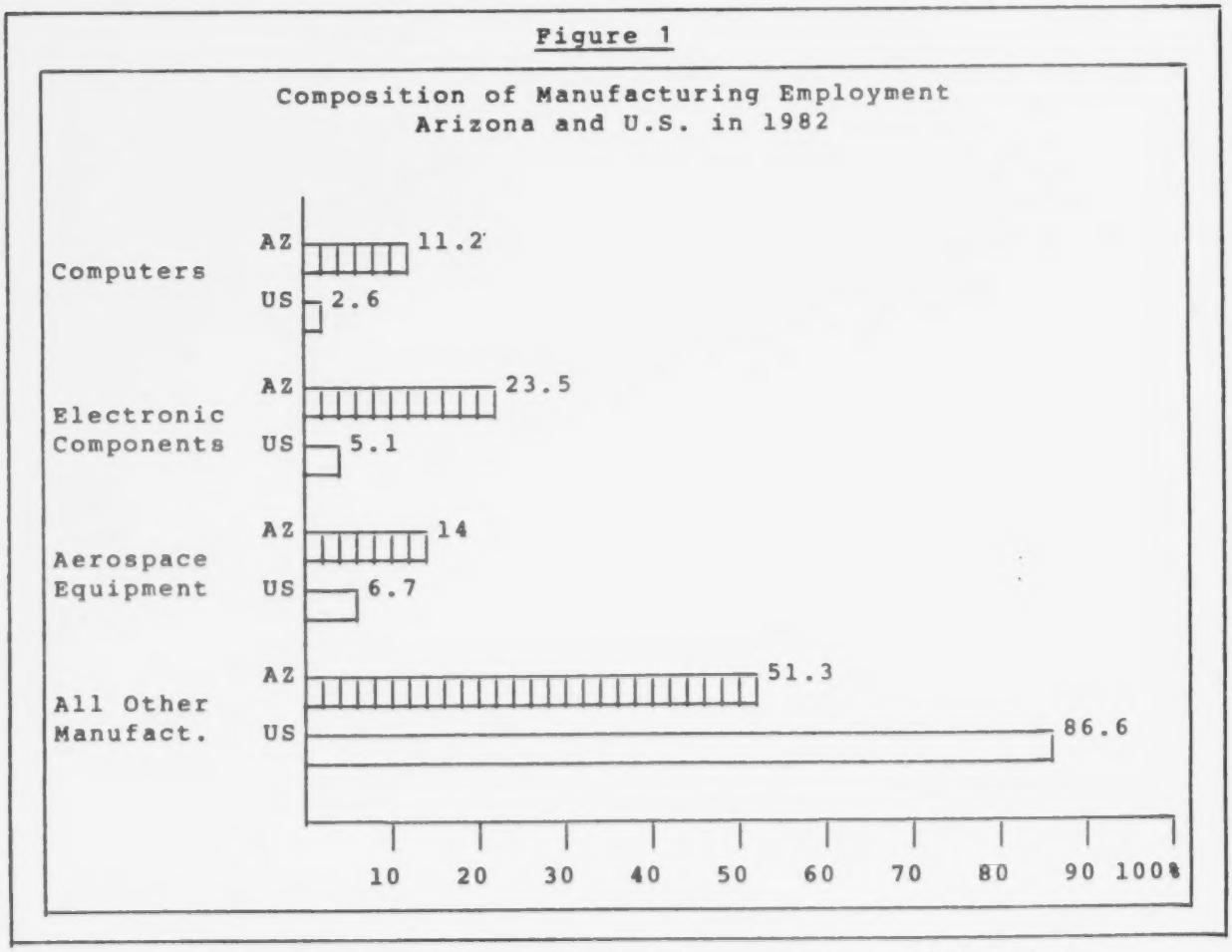
Business services will have the most new jobs in the projection period, with employment growth from 3.7 million in 1982 to 6.2 million in 1995. Jobs in personnel supply, business consulting, janitorial and protective service and computer and data processing services will grow by a rate of 3.9 percent per year. Professional services will follow the same trends. More than 850,000 jobs will be added to this sector which includes legal, engineering, architectural, accounting and other professional services to businesses. Jobs in medical services will grow at an annual rate of approximately 3 percent.

SIGNIFICANT TRENDS

Arizona's Share of High-Tech Industries Higher Than U.S. Share

Arizona is a leading high-technology center in the nation. Nearly half of the total manufacturing employment was in the high-tech sector (1982). Total U.S. employment in high-technology was only 14.4 percent of total employment.

Figure 1



Source: Arizona Department of Economic Security, 1983; High Technology in Arizona: A Market Analysis of Supplies in Arizona and the Southwest.

Arizona's Per Capita Income Lower Than U.S. Level, but Growing Faster

Another indicator of Arizona's leading economic performance is the level of personal income. From 1975 to 1981, Arizona's per capita income grew faster than the U.S. national average (in 1982: Arizona: $10,173; U.S.: $11,107).

Arizona's Job Growth is Higher Than U.S. Job Gain

From 1970 to 1982, Arizona has created over 450,000 jobs. Total employment has increased at an annual average rate of over 5 percent. Nationally, the average reached only 2.5 percent.

Shorter Workweek

Average weekly work hours will continue their long-term downward trend. By 1955, manufacturing hours will average 38.8. Hours in nonmanufacturing industries will drop even more rapidly. For the private nonfarm economy as a whole, the average workweek will have 33.1 hours in 1995. That is down from 35.1 in 1982.

Higher Productivity

The output per worker hour or productivity will climb to a 1.6 percent annual growth rate during 1982 to 1990 and is expected to grow at a 1.3 percent annual pace between 1990 and 1995. The general level of production will expand, too. GNP is projected to grow 2.9 percent a year till 1995 as compared with 3.1 percent in the 1969 to 1979 period and .1 percent during the 1979 to 1982 period.

INTRODUCTION

In addition to changes in family patterns and changes in technology, the life-style of the future will be affected by shifts in demographics. We will discuss three different points:

-patterns of age distributions,
-migration patterns and
-needs of special parent/student populations.

SIGNIFICANT TRENDS

MIGRATION: AMERICA CONTINUES TO MOVE WEST

Allure of the West Continues

From 1970 to 1980, western states grew 2.2 percent (from 34.8-43.2 million) annually. That is twice as fast as the national annual growth rate. From 1980 to 1983, the West grew 6.5 percent.

The migration to the South and West comes at the expense of the northeastern and the midwestern states. Florida, Texas, Arizona and California trace much of their growth to the migration of people from most of 21 states in the northern and central sections with troubled basic industries. Two out of every three jobs from 1974-1984 were created in the sun belt.

Migration to the sun belt will continue. Especially, young Americans will move south and west because that is where most new jobs will be created.

SIGNIFICANT TRENDS

EXCEPTIONAL GROWTH RATES IN PHOENIX AND MESA

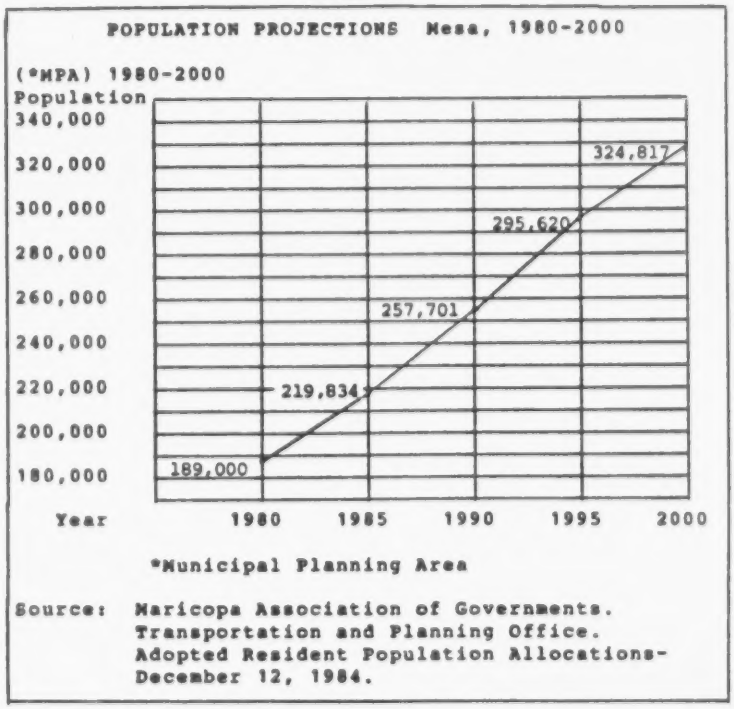
Phoenix Metropolitan Area

The population of metropolitan Phoenix is projected to grow 43 percent from 1980 to 1990. If this prediction holds true, the population will reach close to 2.2 million by 1990. In the decade from 1990 to 2000, the Valley's population is expected to grow an additional 34 percent.

Mesa

Mesa will be among the fastest-growing areas in the Valley. The population of Mesa is projected to grow 71 percent, from 189,000 in 1980, to 260,500 by 1990. In the decade from 1990 to 2000, Mesa's population will grow an estimated 26 percent and increase to 329,300.

Figure 2



*Municipal Planning Area

Source: Maricopa Association of Governments. Transportation and Planning Office. Adopted Resident Population Allocations- December 12, 1984.

Table 2

Projected Population Growth
Phoenix and Mesa
from 1980 to 2000

Year	Metro Phoenix	Mesa
1980	1,509,052	152,453
1990*	2,156,300	260,500
2000*	2,883,100	329,300

*Revised December 1984

SIGNIFICANT TRENDS

AGE DISTRIBUTION: AMERICA IS GRAYING

Median Age on the Rise

The median age of the population will continue to rise. In 1982 the median age reached 30.6; by the year 2000 the median age will be 36.3. In 1982 about 60 percent of the working population was under the age of 40. In the year 2000, only half of that population will be under 40 (if the working age is still considered to be between 18 and 65 years of age).

The proportion of older Americans will continue to increase. According to the Social Security Administration, people over age 65 presently comprise over 12 percent of the population. By the year 2000, people over 65 will be closer to 17 percent of the population (see Figures 3, 4, 5 and 6).

AMERICA IS GRAYING

Maricopa County

The elderly population in Maricopa County will continue to increase rapidly. By 1980, their number rose to 175,850. This amounted to 11.6 percent of all county residents, a share slightly higher than in the nation as a whole (11.3 percent). However, the growth rate is dramatically higher in Maricopa County. On the U.S. level, the elderly increased by 27.3 percent between 1970 and 1980 and are projected to increase by 24.5 percent from 1980 to 1990. From 1970 to 1980 the county population over 65 grew 95 percent. From 1980 to 1990 this group is projected to grow 41 percent; that is more rapidly than the total population in the county (34 percent).

Table 3

Number of Persons Age 65 and Over, Maricopa County and United States, 1970-1990

	Maricopa County	United States
Number of Persons Age 65 and Over		
1970 - actual	90,334	20,065,502
1980 - actual	175,850	25,549,427
1990 - actual	248,650	31,799,000
Aged Persons as a Percent of Total Population		
1970 - actual	9.3	9.9
1980 - actual	11.6	11.3
1990 - projected	12.2	12.7
Percentage Change in Number of Aged Persons		
1970-80 - actual	+94.7	+27.3
1980-90 - actual	+41.4	+24.5

Sources: The 1970 and 1980 figures are from U.S. Department of Commerce, Bureau of the Census, 1980 Census of Popu-lation, General Population Characteristics, PC80-1-B34, Table 26, and PC80-1-B1, Table 44. The 1990 national projections are from U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 922. The 1990 Maricopa County projections are from Arizona Department of Economic Security, Population Statistics Unit, Population Projections by Age, April 2, 1982.

SIGNIFICANT TRENDS

School-Age Population on the Decline in U.S.

The school-age population will further decline in size. By the end of the year 2000, only 28 percent of the population will be in the age group of 5 to 17; that is down from 32 percent.

U.S. Enrollment Down, Arizona Enrollment Up

Total enrollment in elementary and secondary schools of the U.S. is estimated to have declined 6 percent since fall, 1983. In the 1983-84 school year, enrollment in Arizona has increased 2 percent over the 1982-83 school year.

Some states have shown enrollment declines between 1970 and 1982 of 37 percent. United States enrollment has declined 14 percent. Arizona ranked fourth in percent increase in enrollment during this period, recording a 16 percent increase in enrollment.

Increasing public school enrollment is a reflection of the state's population growth due to migration from other states. Arizona's population increased 55 percent from 1970 to 1981, while the U.S. population gained only 13 percent.[3]

[3]The Condition of Education, 1984 Edition, National Center for Education, p. 16.

SIGNIFICANT TRENDS

MINORITY SHARES: ON THE RISE

Toward Majorities of Minorities?

The U.S. is experiencing its second largest wave of immigration in history. One example--by the year 2000, the state of California will have a majority of minorities in its population (it already has a 43 percent minority population.)

People of Hispanic descent are the fastest growing non-English-speaking group, but the Asian population also is growing. Teaching non-English-speaking children will become a major problem in the U.S. before long. Schools currently have very few teachers equipped to handle the education of these minorities.

Minorities, most notably Hispanics, now make up 22 percent of the people entering the labor force. From 1990 to the year 2000, analysts predict that minority figures will continue to rise (see Figures 12, 13, and 14).

From 1970 to 1980, Arizona's minority population has increased 4.9 percent compared to a 6 percent increase nationwide. Arizona ranks 14th, while California had the greatest increase in minority population (16 percent).[4]

---

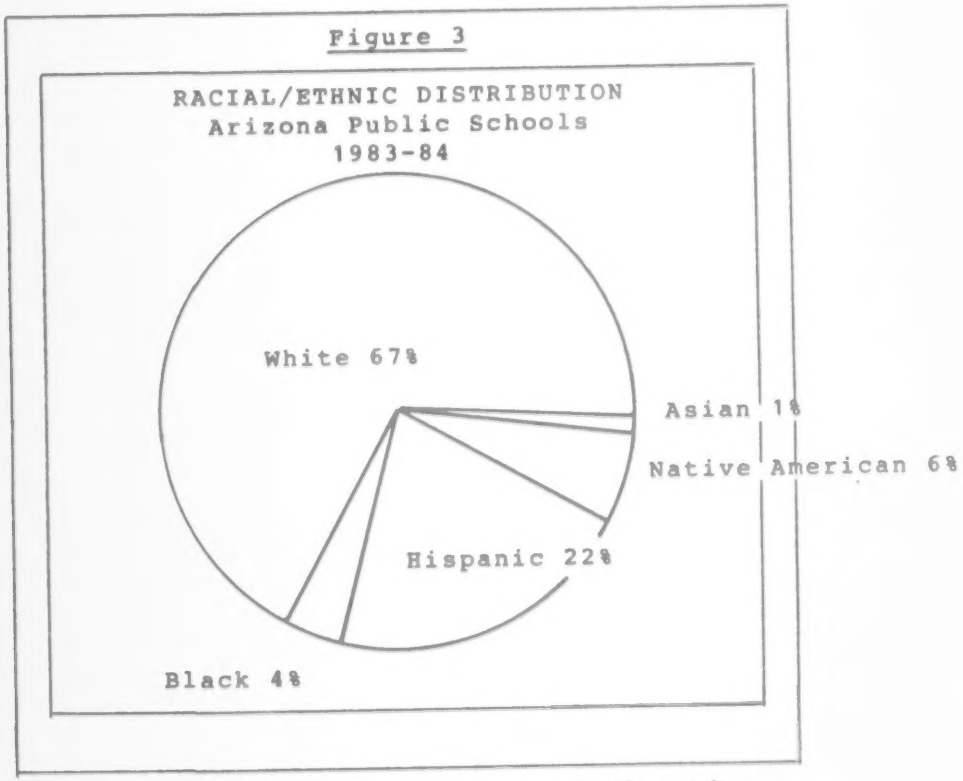
[4]The Condition of Education, 1984 Edition, National Center for Education.

Minority Enrollment in Public Schools Rising

In the U.S., 27 percent of all students enrolled in public schools are minorities (1980). Minority enrollment varied highly between states, ranging from .9 percent in Maine to 96.4 percent in Washington, D.C., including 32 percent in Arizona, 46 percent in Texas and 57 percent in New York.

By the 1983-84 school year, Arizona had a minority enrollment of 33 percent. Hispanic students accounted for 22 percent of the enrollment, numbering 120,389. In 1980, Arizona ranked 10th in the percentage of minority students enrolled and ranked fourth in its percentage of Hispanic residents, behind New Mexico, Texas and California. Native Americans accounted for 6 percent of public school enrollment, Black students comprised 4 percent and Asian students comprised 1 percent of the total enrollment.

Figure 3



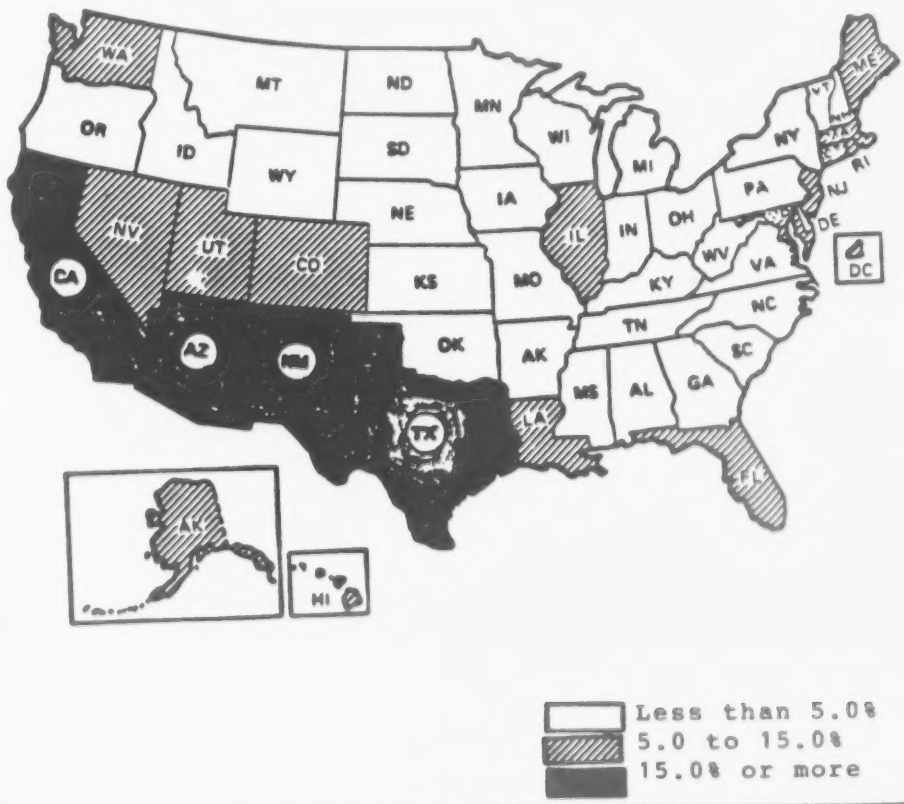
Source: Arizona Department of Education
School Finance Unit

Arizona Ranks Fourth in Language-Minority Composition

In Arizona, 22.5 percent of the total 5- to 17-year-old population spoke a non-English language at home (April 1980). Arizona ranks fourth behind New Mexico (36.6 percent), Texas (25.6 percent) and California (22.5). Seventy point three percent of allnon-English-speaking students in Arizona were Spanish-speaking students (school year 1983-84).

Figure 4

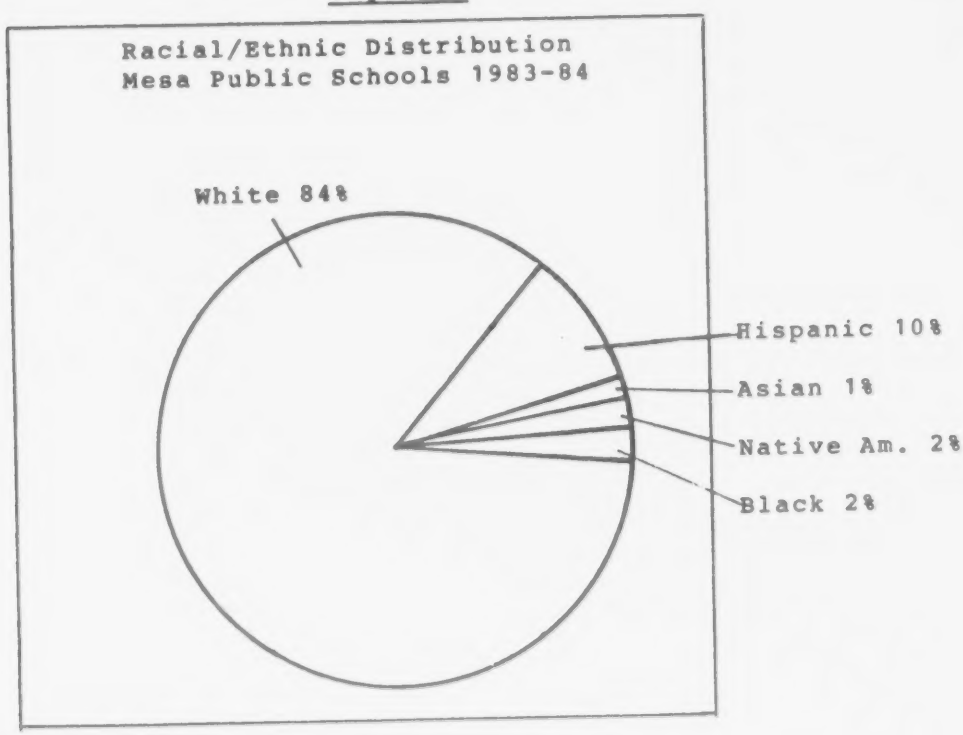
Percent of 5- to 17-year-olds that speak a language other than English at home (as of April 1980).



Source: National Center for Education Statistics. The Condition of Education, 1984 Edition, p. 21.

In Mesa, the majority in the school district is White, constituting 84 percent of the school population. Students with Spanish surnames are the major ethnic minority (10 percent), with the second-largest minority group being Native American (2 percent). Black students also compose 2 percent of the school population and Pacific Islander, 1 percent.

Figure 5



SIGNIFICANT TRENDS

FAMILY IS IN TRANSITION: CHANGES IN COMPOSITION, SIZE AND STABILITY

Single-Parent Families on the Rise

In 1970, two-parent families accounted for 87.1 percent of all families, while in 1984 their share had dropped to 74.3 percent. Since 1970, the number of single-parent households has nearly doubled; in 1984, single-parent households had a share of 25.7 percent of all families with children as compared with 12.9 percent in 1970.[5]

In Arizona, the number of single parents has increased 200 percent since 1960.

[5] Economic Outlook USA, 2nd Quarter 1985

SIGNIFICANT TRENDS

Majority of Single-Parent Families Headed by Mothers

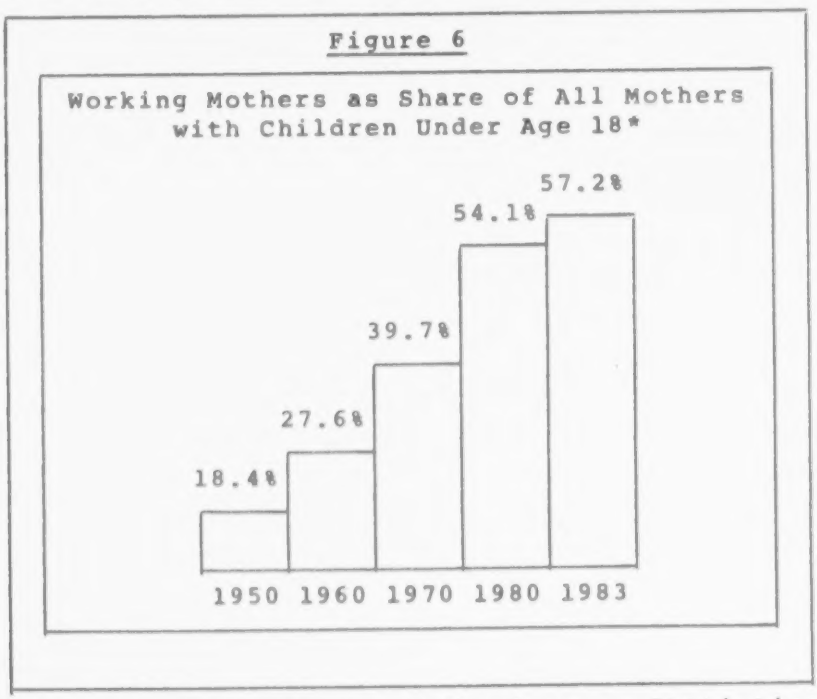
Mother-headed households doubled in the last 15 years. In 1970, 11.5 percent of all households were single-parent families maintained by mothers, while by 1984 this percentage had increased to 22.9 percent.

Fathers are taking up this role in increasing numbers as well. In 1970, 1.3 percent of all households were one-parent families headed by fathers, while this percentage had increased to 2.8 percent in 1984.[5]

More Mothers with School-Age Children in the Labor Force

Between 1970 and 1980, the percentage of mothers (with children under age 18) in the U.S. labor force increased from 39.7 percent to 54.1 percent. In 1983, 57.2 percent of all mothers were working outside their home.

Figure 6



*Source: U.S. Bureau of the Census, Statistical Abstract United States, 1985

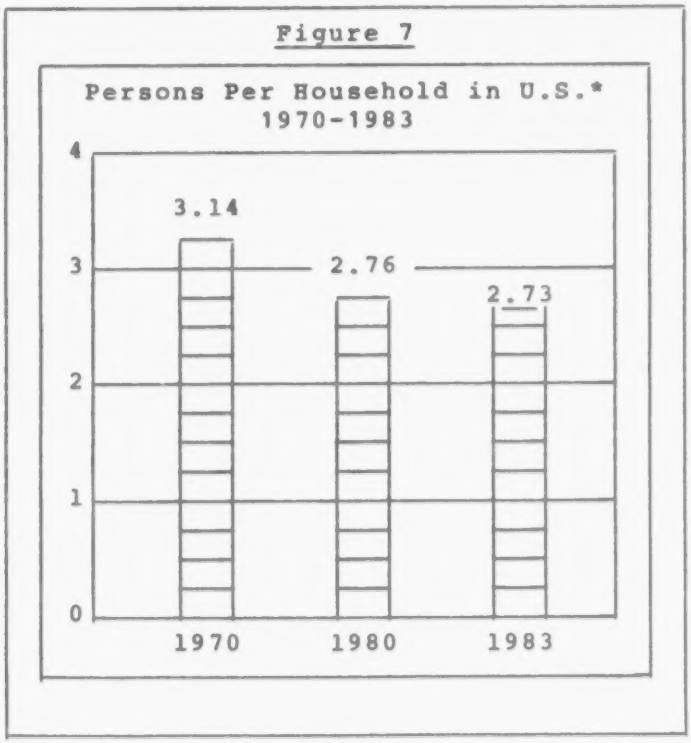
[5]U.S. Bureau of the Census.

SIGNIFICANT TRENDS

Family (Household) Size is Shrinking

Between 1970 and 1980, household size in the U.S. decreased from 3.14 to 2.76 persons per household. For 1983, 2.73 persons per household were reported.

Figure 7



*Source: U.S. Bureau of the Census, Statistical Abstract of the United States, 1985

SIGNIFICANT TRENDS

Family Size in Mesa Declining

Family size continues to decline due to changes in families with 3 or more children (from 18 percent to 12 percent); households with one to two children have remained relatively stable from 1975-1985 (from 29 percent to 28 percent).

Table 4: Household Size in Mesa in Percent of All Households, 1970-1985

	1970*	1975*	1980*	1985**
Households with no children	49%	50%	54%	60%
Households with 1-2 children	32%	29%	28%	28%
Households with 3 or more children	19%	21%	18%	12%

*Source: Census Data
**Arizona Gold, 1985, p. 40

Marital Status in Mesa

Table 5: Marital Status in Phoenix and Mesa, in Percent, 1983

	Marital Status*			
	Single	Married	Widowed	Divorced
Phoenix Metro	15%	73%	7%	5%
Mesa	13%	75%	7%	5%

*Source: Forecast '84

SIGNIFICANT TRENDS

Family Problems

There is evidence that areas of conflict within the family are of increasing concern to the school. Educators and teachers find themselves more and more, in the role of "counselors" who must help students deal with problems both in their present home and in the home they will someday help create. Some of these problems are:

- -the increasing divorce rates and the effects of divorce upon marital partners and children,
- -increasing problems with adolescent sexuality and teenage pregnancy and
- -violence and emotional neglect in families, including abuse of children.[6]

Some of these changes will encompass child care and child development. Schools must adapt to the fact that child care and development of the future will center around alternative child care arrangements which is a need that has been sparked by rapidly increasing rates of single parenthood and rates of maternal employment.

---

[6]E. J. Simpson, Educating for the Future in Family Life, Information Series 228, Columbus, Ohio: Eric Clearing House on Adult Career and Vocational Education, The National Center for Research and Vocational Education, The Ohio State University 9-80 (Eric Document Reproduction Service #ED 205776).

INTRODUCTION

Alvin Toeffler, author of the books Future Shock and The Third Wave, calls the computer revolution the third wave. The first wave was the move from the caves to the agricultural society. The second wave was the industrial revolution. The third wave, coming at an ever increasing speed, will form the basis of what is called the "information society." Computers are the machine for this information society. Computer technology is moving ahead at an incredible pace. Cost and size of microchips will continue to decline dramatically over the next 20 years, while the capability and variety of use will continue to grow even more rapidly. This is true for the home as well as the schools.

All analysts agree that in the information society technologies involving some of the following areas will have the greatest impact on education and learning in the classroom:

- -Video-disk technology, which has still to arrive in many schools, but which offers potential for most efficient mass storage of information and a great variety of forms including digital picture and sound media.
- -Information networks making use of larger data bases which may incorporate satellite communication and enhanced television access (examples: the British Prestel System for software transmission via telephone, and the Oracle/Geefax systems, which operates using television frequencies).
- -Computer technology, which is becoming available now and which will further develop into the fifth generation computing systems of the 1990s, which implies improved memory, improved speed and improved capabilities. This information packet concentrates on computer technology and its impact.

SIGNIFICANT TRENDS

Estimates vary, but by April 1984, U.S. schools had approximately 350,000 computers available to students in grades one through twelve, an average of about four computers per school. In the past few years, the number of computers in the schools has roughly doubled each year (Bork[7], Leger[8]).

Two factors make it impossible to firmly predict the rate at which schools will acquire computers in coming years. The first factor is that the doubling in the number of school-owned computers in the recent past occurred despite the fact that virtually no decent educational software existed. Should such educational software become available in the future, it would certainly impact both the rate of computer acquisition by schools and the involvement of teachers and students.

The second factor is an increase in computer power and capability now available. New machines offer more memory, greater speed, better graphics and more interactive capabilities. These better machines will influence the development of educational software, and the higher cost of these better machines will influence the rate at which schools purchase them.

However, analysts see three basic challenges for teachers in regard to computers.

- -First, teachers must learn as much as possible in this technology which extends the capability of the human mind.
- -Second, teachers must open the way for students and parents to effectively learn to use this information technology.
- -Third, teachers must teach students and parents to use the computer wisely.

---

[7]Bork, Alfred, "Computers in Education Today and Some Possible Futures," Phi Delta Kappan, Vol.66, #4, Dec. 1984, p. 239-243.

[8]Leger, Guy, "The Challenge of Computers" (paper presented a Confluence, '83 of the Association of Media and Technology and Education in Canada, Montreal, Canada, June 20-22, 1983).

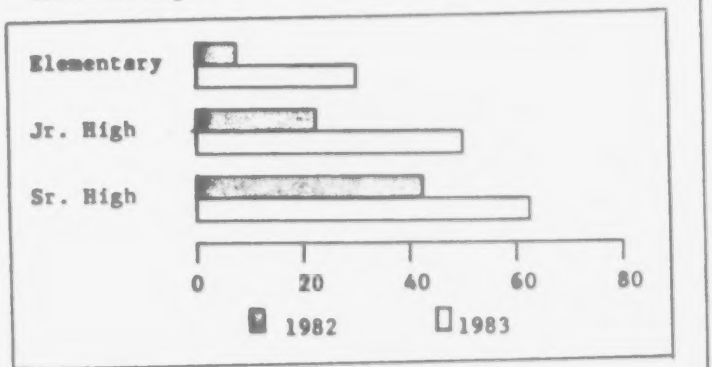
The use of computers in education can be categorized in three areas: computer-assisted instruction, computer literacy and computer science. In using the computer in education, there are a number of difficulties to overcome. These problems include:

-providing sufficient and adequate computer hardware,
-providing adequate educational software,
-providing adequate teacher training in the use of computers,
-computer-related changes in the curriculum and
-the need for supportive school administrators and parents.

Use of Micro-Computers in Elementary and Secondary Schools 1982-1983

At all school levels, the use of micro-computers is increasing rapidly as is illustrated in the following chart.

Figure 8: Percent of Schools Using Microcomputers in the U.S., 1982-83



Source: The John Hopkins University, Center for Social Organization of Schools, "School Uses of Microcomputers," Issue #2, 1983; and Quality Education Data, Inc., "Microcomputer Data, Presentation to: NAVA Materials Council," January 1983.

At the elementary school level, between 1982 and 1983 (9.4 percent vs. 27.4 percent of all U.S. schools) the percentage of schools using micro-computers almost tripled.

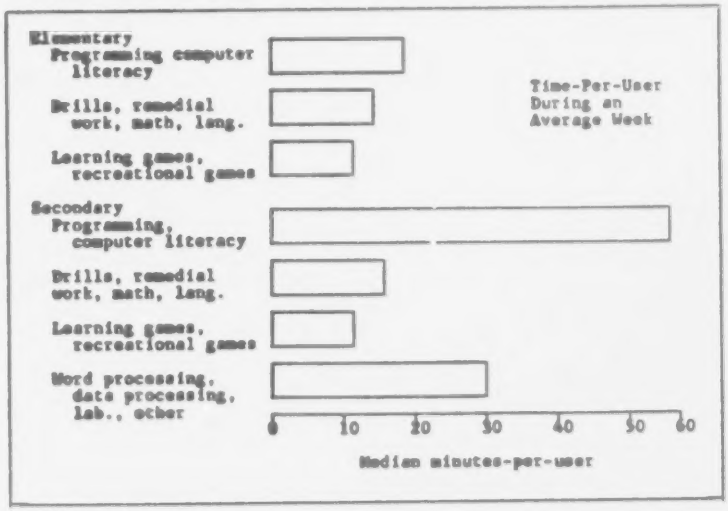
At the junior high level, between 1982 and 1983 (20.3 percent vs. 46.2 percent of all schools) the percentage of schools using micro-computers more than doubled.

At the senior high level, between 1982 and 1983 (42.6 percent vs. 62.5 percent of all schools) the percentage of schools using micro-computers increased by 61 percent.

In elementary schools, micro-computer users spent almost equal time on the three main computer activities--programming, drills and games.

In secondary schools, micro-computer users clearly spent more time in programming and computer literacy instruction than in other computer activities.

Figure 8a: Weekly Use of Microcomputers in Elementary and Secondary Schools, by Type of Activity



Source: The John Hopkins University, Center for Social Organization of Schools, "School Uses of Microcomputers," Issue #2, 1983; and Quality Education Data, Inc., "Microcomputer Data, Presentation to: NAVA Materials Council," January 1983.

Possible Futures

What can we expect for the future of computers and the impact of computer technology on education?

-One thing is clear, the number of computers in schools and colleges will continue to increase.
-Students' access to computers will also continue to increase, not only in the school setting, but also in the private home, with microcomputers becoming increasingly inexpensive. Some analysts predict that more than one million computers will be in place in schools within the next two or three years.
-Commercial companies will step up their efforts to sell computers to schools and to produce more computer-based learning materials.
-Computers will continue to improve, and their price will continue to come down.

Bork (1984) sketches two general scenarios for the future of computers in education.

A Dismal Future

This scenario is based on the prediction that we simply will continue with business as usual. This implies schools and universities will be increasingly dominated by commercial forces and the development of computer-based curricula. This also implies that educational software will remain at a low quality.

With increasing numbers of computers in the schools, the audience for this low-quality software will grow. Still, most courses will be centered on books and lectures. Computer-based materials will only be supplementary.

Teacher training programs will continue to ignore computer technology. As a result of inadequate software and the neglect of the technology capabilities, the interactive potential of the computer will never be adequately realized for education.

A Brighter Future

This scenario is based on the assumption that leaders in politics, business and education have agreed that the U.S. system of education must be reformed if it is to provide the best possible educational experience for all citizens. One major outcome of this educational reform wave will be large scale development of curriculum materials that make computers an integral part of learning from preschool through college. The development of new curricula is the core of using computers to improve the quality of education. Some of the features of this development are:

- Computer-based learning materials will incorporate a wider range of learning theories and approaches.
- Computer-based learning materials will lead to changes in school organization and to more dignified roles for teachers. Computers will take over more of drill activities, many activities will shift to different settings, such as the student's home, the public library or other environments, since learning with a computer will take place almost anywhere. Some activities still profit best from group activities, and those group activities will continue to take place in the school under the supervision of teachers.

George Leonard has provided two sketches of possible school systems of the future which use computers effectively.[9,10] Here are some interesting common features of these two sketches (which were developed 16 years apart):

- In both of Leonard's sketches, the computer is the major delivery device for instruction. Teachers play a major role in affective education since the schools in these sketches focus on educating the whole child.
- Schools in both sketches rely on a computerized course management system to maintain complete records of each student's progress.
- Both sketches use mastery learning which requires that students work on a given learning task until they can perform the task with nearly 100% accuracy.

The role of the computer in determining learning activities of the student vary from the complete management of the activities by the computer in the earlier sketch to a more flexible management in which the students can pick options provided.

---

[9]Leonard, George, Education and Ecstacy, New York: de la Court, 1968.

[10]Leonard, George, "The Great School Reform Hoax," Esq., April 1984, pp.47-56.

INTRODUCTION

Governance of local schools is a shared responsibility. School policy and operating decisions are set by the school board. District administrators and school employees join the local partnership which help to shape the direction of education. County, state and federal bodies also have jurisdiction over certain district functions.

Finance has become a joint effort of state, federal, county and local agencies and the private sector. The share of revenue from state and federal sources now exceeds the proportion of income from local and intermediate sources. Therefore, many forces outside the control of the local school present opportunities and challenges to the successful accomplishment of the district mission.

SIGNIFICANT TRENDS

1. Sources of funding are shifting from local and federal to state sources.

2. The private sector is joining the partnership supporting public education.

3. Funds for education remain tied to cost of living increases. The constitutionally mandated spending limit caps Arizona expenditures for education.

4. Salaries comprise the largest portion of the budget. Teachers' salaries lag behind those of comparable private-sector employees.

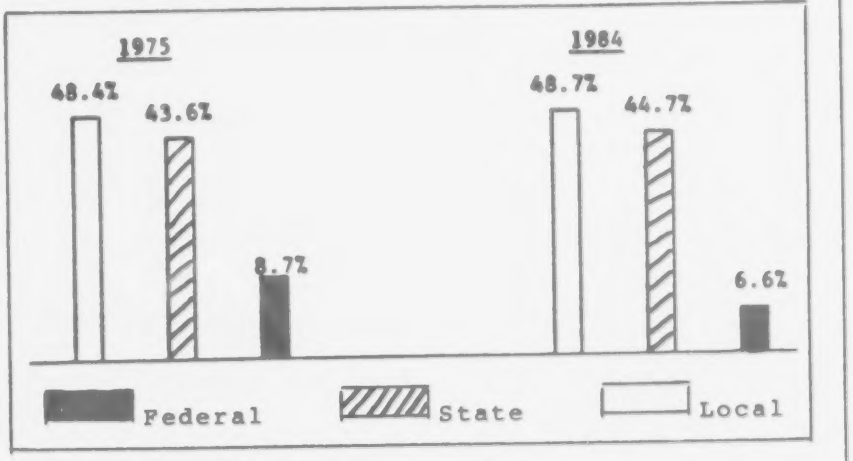
5. Total costs are on the rise. The fastest-growing costs since 1975 include employee benefits and utilities.

6. School liability and responsibility are growing. Courts assume a greater role in setting education policies.

7. The regulatory climate emphasizes accountability of the schools. Performance standards for students and certification criteria for teachers are tightened.

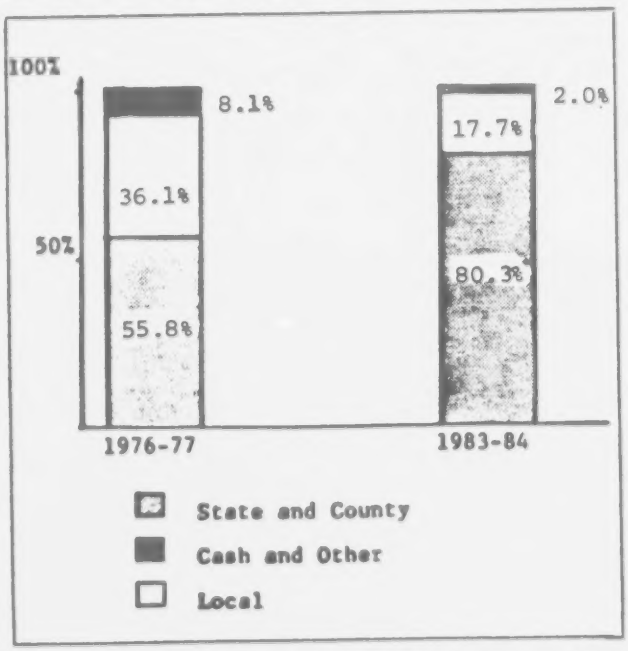
1. Sources of funding shift from federal to state sources.

Figure 9: Shifts in Source of Revenue for Public Education, 1975 and 1984



Source: U.S. Bureau of the Census, Statistical Abstract of the United States.

Figure 10: Mesa Public Schools Sources Sources of Funds, 1976-77 and 1983-84



Source: Financial Services, Mesa Public Schools

2. The private sector is joining the partnership supporting public education.

School/business partnerships, foundations and community participation have received increased emphasis across the nation.[11]

At the state level the Arizona Educational Foundation, a nonprofit, tax-exempt corporation, was organized in 1984 to channel financial aid from private-sector resources to all public schools in the state.

The number of education foundations has so far remained small. School/business partnerships supply services, jobs, equipment and/or financial grants to schools. Businesses are becoming more involved in governance throughout the process.

In 1983 corporate support for education reached a new high. An estimated $1.29 billion was donated to education organizations.[12]

3. Funds for education remain tied to cost of living increases. Constitutional aggregate spending limit caps Arizona spending for education.

School budget limits in Arizona are formula-based, depending upon a number of factors.

Total district membership, teacher experience, K-3 enrollment, the number of special-needs students, average daily bus miles and attendance are all considered in establishing the district budget.

The growth of the total state budget for education (nearly 60% of the total state general fund in Fiscal Year 1984) is limited by inflation. The GNP price deflator adjusts the budget ceiling which is constitutionally set in the state of Arizona.

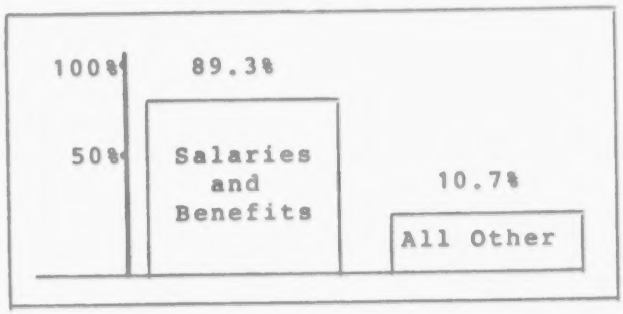
---

[11] Allen Odden, "Education Finance in the States: 1984," Denver Education Commission of the States, 1984, p. 23.

[12] "Corporate Education Giving at New High," Education Daily, November 26, 1984, p. 3.

4. Salaries comprise the largest portion of budget. Teachers' salaries lag behind those of comparable private-sector employees.

Figure 11: Mesa Unified School District 1985-86 M & O Budget



Source: Financial Services, Mesa Unified School District.

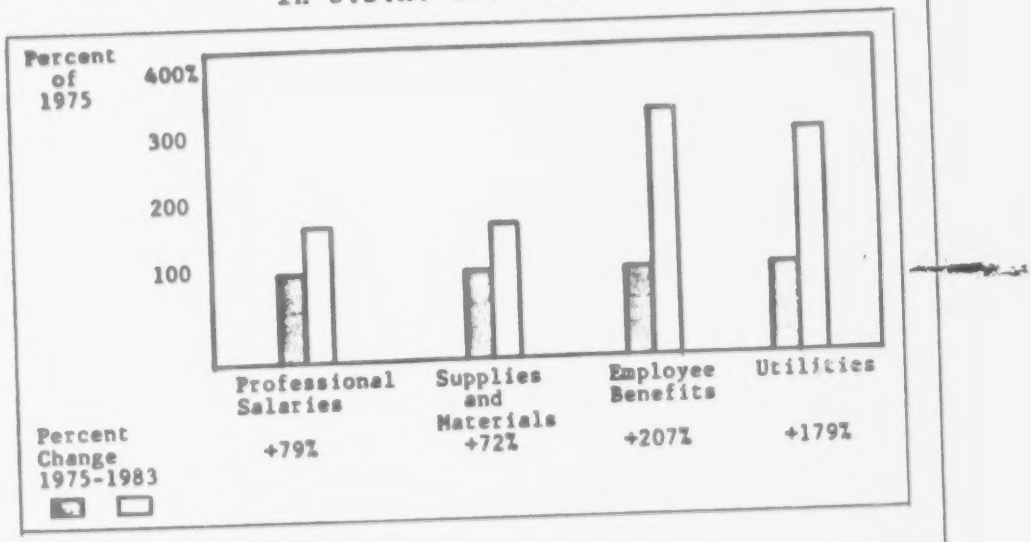
Table 6
Average Starting Salaries of Selected Occupations in the United States, 1982

Engineering	$22,368
Computer Science	$20,364
Chemistry	$19,536
Math	$18,600
Accounting	$16,980
Teaching	$12,769

Source: U.S. Bureau of the Census, Statistical Abstract of the United States, 1985

5. Total costs for operating and nonoperating expenses on the rise. Fastest growing costs since 1975 include employee benefits and utilitites.

Figure 12: Growth of Budget Categories Education in U.S.A. 1975-1983



Source: U.S. Bureau of the Census, Statistical Abstract of the United States, 1985, p. 142.

A study of maintenance and operation costs conducted by American School and University shows the costs of heat and other utilities made the most dramatic change, more than tripling between 1973-74 and 1984-85.[13]

Table 7
Changes in Selected Budget Categories, State of Arizona

	Percentage Change	
	1982-83 to 1983-84	1979-80 to 1983-84
Employee Benefits	+16.5%	+74.8%
Utilities & Communication	+11.5%	+51.9%
Supplies & Materials	+ 8.6%	+42.4%
Certifid Salaries	+ 7.0%	+40.3%
Classified Salaries	+ 3.1%	+20.9%

Source: Arizona Department of Education

[13]Edwin B. Feldman and P. E and Susan Sherrell, 14th Annual Maintenance and Operations Cost Study, March 1985, p. 12.

6. School liability and responsibility are growing.

The mandate to the public schools has been expanding. Schools have been challenged to serve more students, provide a greater variety of services and to enrich the quality of the academic experience. In the wake of the publication of the report of the National Commission on Excellence in Education, a "Nation at Risk" in 1983, a variety of excellence initiatives were launched.

Prior to PL94-142, the Education for All Handicapped Children Act of 1975, one million handicapped students were excluded from the public school system.[14]

During the 1960s, programs to serve the disadvantaged child were initiated. In 1983 the poverty rate for children under 18 exceeded the national poverty rate, indicating an expanding pool of eligible students.[15] More recently, the courts upheld the responsibility of the school to provide services to the children of illegal aliens (Plyler & Doe). The Lau decision has mandated that schools provide bilingual education for students who are limited in English. The courts are assuming an increasing role in setting education policy and ensuring students' rights.[16]

School districts have had to become increasingly aware of liability. Insurance costs have shown a rapid gain due to the proliferation of court cases raised against all institutions, including schools.

7. Regulatory climate emphasizes accountability. Performance standards for students, certification criteria for teachers tightened.

Thirty-five states have raised graduation requirements since 1980. This trend has been accompanied by the growth of student-testing programs. Minimum competency standards have been established to do away with "social promotion." Standards for certification of school personnel have been upgraded. In Arizona teacher testing is mandatory prior to certification. Legislative initiatives at the state level have addressed increasing standards for graduation and certification.

---

[14] Educational Horizons, Spring 1984, p. 84.

[15] "Children Still Entrenched in Poverty, Census Reports," Report on Education of the Disadvantaged, Aug. 17, 1984, p. 10.

[16] David Kirp and Donald Jensen, "The New Federalism Goes to Court," Phi Delta Kappan, Nov. 1983.

POSSIBLE FUTURES

1. Funding for education is going to remain a partnership venture according to finance consultant John Augenblick. He foresees a stabilization of state support and an increase in local funding through property taxes over the next ten years.[17]

   Although state support has been on an upward trend, Steven Gold, a senior fellow at the National Conference of State Legislatures, feels state support for education is tied to larger economic trends. The "enormous unsolved problem" of the federal deficit may impact the economic health of states and tighten federal aid.[18]

   The Academy for State and Local Government predicts that property taxes will continue to be a mainstay of school financing through the 1980s but may be somewhat less important in 1990 than they were in 1980.[19]

   Federal policy in education has been well charted for the future. Barring a sharp political swing, cuts in federal support for education are a consequence of the increasing federal deficit.[20] The "new federalism" in which the federal government plays less of a role in regulating education may result in increased litigation.[21]

   Other participants may be called upon to fill the vacuum left by the retreat of the federal government. The growth of local school/business partnerships and increased state government involvement may be one such outcome.

   A consequence of the increasing role of the state in funding education may be the loss of local autonomy. The ability of the state to support education depends upon the economic health of the nation as a whole.

---

[17] "Finance: Looking Back and Looking Ahead," Phi Delta Kappan, Nov. 1984, p. 197-201.

[18] "Schools Have '85 to Make State Aid Strides", Education Daily, Aug. 22, 1981. p. 5.

[19] "Property Tax to Maintain Key Role in School Funding, Experts Say," Education Daily, Jan. 11, 1984, p. 3.

[20] The Standard Education Almanac.

[21] Ibid.

Both state and local support relate directly to the willingness of taxpayers to assume responsibility for schools. While community support and confidence has been high, changes in the tax code may cloud the horizon. A recently proposed tax reform plan would eliminate the deductability of state and local taxes. The American Association of School Administrators has expressed concern that this plan, if enacted, would seriously erode the ability of state and local government to support schools.[22]

Continued community support and state fiscal health are key elements which will shape the future of school finance.

2. The trend toward school/business partnerships may lead to heightened community involvement in the schools. Cooperative ventures may ease immediate resource problems in terms of human resources and financial needs. On a long-term basis, curriculum planning may be developed to reflect the needs of the community. The increased involvement of business in education policy-making is a possible result of this renewed interest.[23]

22"Wrecking Ball Called Tax Reform is Battering at Your Door," The American School Board Journal, Sept. 1985, p. 23-39.

3. The constitutional spending limit places constraints on revenue growth. Moderate growth will continue unless the limit is revised.

4. Recruiting and maintaining a well-trained teaching staff may become a prime concern. By 1988 the demand for additional teachers is expected to exceed the supply of new teacher graduates especially in the elementary grades.[24] Compensation may be one element receiving more attention. Research regarding the relationship between various compensation plans and success in recruiting and retaining teaching staff has been cited as a major need.[25]

5. Competition for resources will become keen as the dollar is stretched to meet new demands. Planning may become increasingly important and methods to evaluate the economic consequences of decisions will be needed.

   Reduction of costs through streamlining operations may become increasingly important. For many districts consolidation or unification and changes in the school calendar have been used to achieve economies.

6. The Mesa Unified School District must be careful in planning to streamline budget items in order to continue to offer services which have been mandated by the courts. The importance of the judicial branch in setting educational policies will continue.

7. Possible outcomes of increased accountability are twofold. Quality of teaching and the achievement of graduates may be enhanced. However, the pool of qualified teachers may be reduced through the screening process. Additional costs may be realized for remedial programs geared toward helping students hurdle the newly raised requirements. Accountability may tend, overall, to raise public confidence. The move toward increased expectations seems sure to continue well into the 1990s.

---

[23]Michael Timpane, "Business Has Rediscovered the Public Schools," Phi Delta Kappan, Feb. 1984.

[24]"The Condition of Education," National Center for Education Statistics, ed. Valena White Plisko (1984 ed.; Washington D.C.: Government Printing Office).

[25]Allen Odden, "Education Finance in the States: 1984," Denver Education Commission of the States, 1984, p. 15.

Arizona Department of Economic Security, Population Statistics Unit, Population Projections by Age, April 2, 1982.

Arizona Department of Economic Security, 1985, High Technology in Arizona: A Market Analysis of Supplies in Arizona and the Southwest.

Arizona Department of Education (1984), Annual Report of the Superintendent of Public Instruction, Statistical Section for Fiscal Year 1983-1984.

Arizona Department of Education (1985), Arizona Public Elementary and Secondary Education Profile 1983-1984, Phoenix, AZ: Department of Education.

Arizona Republic/Phoenix Gazette Marketing Department (1985), Inside Phoenix 1985, Phoenix, AZ: Arizona Republic/Phoenix Gazette, Inc.

Bork, Alfred, "Computers in Education Today and Some Possible Futures," Phi Delta Kappon, Vol. 66, #4, Dec. 1984, p. 239-243.

"Children Still Entrenched in Poverty, Census Reports," Report on Education of the Disadvantaged, Aug. 17, 1984, p. 10.

Educational Horizons, Spring 1984, p. 84.

"Property Tax to Maintain Key Role in School Funding, Experts Say," Education Daily, Jan. 11, p. 3.

"Corporate Education Giving at New High," Education Daily, November 26, 1984, p. 3.

Feldman, Edwin B, and P. E. and Susan Sherrell, 14th Annual Maintenance and Operations Cost Study, March 1985, p. 12.

Kirp, David, and Donald Jensen, "The New Federalism Goes to Court," Phi Delta Kappan, Nov. 1983.

Johns Hopkins University, Center for Social Organization of Schools, "School Uses of Microcomputers," Issue Number 2, 1983.

Leger, Guy, "The Challenge of Computers," (paper presented at Confluence Meeting, 1983 of the Association of Media and Technology and Education in Canada, Montreal, Canada, June 20-22, 1983.) (Eric, Eric Document Reproduction Service #ED 238410.)

Maricopa Association of Governments, Transportation and Planning Office, Adopted Resident Population Allocations, Dec. 12, 1984.

National Center for Education Statistics (1984), Trends in Education 1972-73 to 1992-1993, Washington, D.C.: U. S. Government Printing Office.

National Center for Education Statistics, (1984) The Condition of Education, ed. Valena White Plisko, Washington D.C.: Government Printing Office.

Odden, Allen, Education Finance in the States, Denver, Education Commission of the States, 1984, p. 23.

Personick, V. A., The Job Outlook Through 1995: Industry Output and Employment Projections, Bureau of Labor Statistics, Washington, D.C., 1985, p. 22-33.

Quality Education Data, Inc., "Microcomputer Data, Presentation to: NAVA Materials Council," January 1983.

"Finance: Looking Back and Looking Ahead," Phi Delta Kappan, Nov. 1984, p. 197-201.

Simpson, E. J., Educating for the Future in Family Life, Information Series 228, Columbus Ohio: Eric Clearing House on Adult Career and Vocational Education. The National Center for Research and Vocational Education. The Ohio State University 9/80 (Eric Document Reproduction Service #ED 205776).

Timpane, Michael, "Business has Rediscovered the Public Schools," Phi Delta Kappan, Feb. 1984.

U. S. Department of Commerce, Bureau of the Census, 1980 Census Population, General Population Characteristics, PC80-1-B34, Table 26, and PC80-1-B1, Table 44. U. S. Bureau of the Census, Current Population Reports, Series P-25, No. 922.

U. S. Department of Commerce Bureau of the Census (1985), Statistical Abstract of the United States 1985, 105th Edition, Washington, D.C.: U. S. Government Printing Office.

U. S. Department of Commerce, Bureau of the Census (1985), Economic Outlook U.S.A, 2nd Quarter 1985, Washington, D.C.: U. S. Government Printing Office.

Valley National Bank Marketing Research Department (1985), Arizona Gold 1985, Phoenix, Arizona: Valley National Bank.

Western Savings and Loan Association, Marketing Research Department (1984), Forecast Eighty-four, Phoenix, AZ: Western Savings and Loan Association.

"Wrecking Ball Called Tax Reform is Battering at your Door," The American School Board Journal, Sept. 1985, p. 23-39.